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ABSTRACT

This guide is intended to provide basic information about the transition from school to work for handicapped students. The guide contains articles by educators and copies of newsletters related to handicapped students and school-to-work transitions, along with descriptions of various transition programs. The following are included in the book's eight sections: "OSERS [Office of Special Education and Rehabilitative Services] Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life" (Madeline Will); "Establishing a Context for Discussing Transition Issues" (Donn E. Brolin); "Transition Summary" (Newsletter of information from the National Information Center for Handicapped Children and Youth); "Exemplary Practices: Special Education and Vocational Rehabilitation" (from "Programs for the Handicapped" issued by the Clearinghouse on the Handicapped); "School to Work: A Model for Vocational Transition" (from REHAB BRIEF by the National Institute of Handicapped Research); "Iowa Programs/Activities/Thoughts" (various Iowa educators); "Common Elements in Transition Models" (Iowa Department of Public Instruction); and "Potential Roles of School Counselors in the Transition Process" (Iowa Department of Public Instruction). (KC)

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TRANSITION FROM SCHOOL TO WORK

MAR 24 1987

Information for

Counselors and Special Educators

Project Transition: Career Planning for Handicapped Students

Iowa Department of Public Instruction

Drake University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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PROJECT TRANSITION: CAREER PLANNING FOR HANDICAPPED STUDENTS

Transition from School to Work:
Information for Counselors and Special Educators

This informational guide is intended to provide basic information about the transition from school-to-work for handicapped students. This area has received increasing attention over the last several years due primarily to the U.S. Department of Education's Office of Special Education and Rehabilitative Services initiative and to the dismal employment statistics for persons with disabilities.

The information in this guide should assist the reader in better understanding the transition from school-to-work concept, and should underscore the need for career planning for handicapped students.

Project Transition was developed via federal funds administered by the Career Education and Special Education Divisions of the Department of Public Instruction. We would like to thank Jim Athen, Director, Career Education Division and Frank Vance, Director, Special Education Division for their cooperative support of this project.

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OSERS Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life

by Madeleine Will

OSERS PROGRAMMING FOR THE TRANSITION OF YOUTH WITH DISABILITIES: BRIDGES FROM SCHOOL TO WORKING LIFE

Madeleine Will

Office of Special Education and Rehabilitative Services

Youth with disabilities face an uncertain future when they leave the nation's public schools. Qualification for employment is an implied promise of American education, but between 50 and 80 percent of working age adults who report a disability are jobless (U.S. Commission on Civil Rights, 1983; U.S. Bureau of the Census, 1982). Without employment, many individuals turn to community services only to find long waiting lists. Those adults with disabilities who do gain entry into publicly-supported day and vocational services often experience low wages, slow movement toward employment, and segregation from their non-disabled peers (U.S. Department of Labor, 1979).

Approximately one school generation after guaranteeing the right to a free appropriate public education for all children with handicaps, it is appropriate that the federal government address transition of persons with disabilities from school to working life. The cost of disability joblessness and dependence is high and rising. Approximately eight percent of the gross national product is spent each year in disability programs, with most of this amount going to programs that support dependence (White House Working Group on Disability Policy, 1983). The public's investment in special education can do much to prevent this dependence and lead to full community participation, if systematic attention is now given to the transition of youth with disabilities from school to work and adult life.

The Office of Special Education and Rehabilitative Services (OSERS) has responded to this need by establishing a national priority on improving the transition from school to working life for all individuals with disabilities. This paper describes the concepts and policies that guide OSERS in analyzing transition issues and programming for transition improvements.

Transition Defined

Transitions are an important part of normal life. As roles, locations, or relationships change, all of us must adapt, and we do so with more or less disruption or stress. The transition from school to working life calls for a range of choices about career options, living arrangements, social life, and economic goals that often have life-long consequences. For individuals with disabilities, this transition is often made even more difficult by limitations that can be imposed by others' perceptions of disability and by the complex array of services that are intended to assist adult adjustment.

The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations.

Since the services and experiences that lead to employment vary widely across individuals and communities, the traditional view of transition as a special linking service between school and adult opportunities is insufficient. The present definition emphasizes the shared responsibility of all involved parties for transition success, and extends beyond traditional notions appropriateness of each service area.

Underlying Assumptions

Three assumptions underlie OSERS programming for transition. Stating these at the outset should clarify basic policy positions.

Complexity of Post School Services

Public and private schools provide a range of services for students with disabilities in a relatively organized fashion. While the upper and lower ages for these services vary from State to State, the comprehensive nature of the services organized and, in many cases, funded by the schools is relatively consistent. Upon leaving the schools, however, individuals enter into a world where there is competition for scarce employment opportunities, an array of service providers and funding agencies, and differing eligibility requirements. The OSERS program assumes that students in transition from school are leaving a somewhat organized provider system and entering a more complex and confusing world, not fully understood by most service professionals, much less parents or consumers. This complexity is necessary, if adult services are to offer opportunities for normal adult living and working to all individuals with disabilities. Effective transition requires that relevant community opportunities and service combinations be developed to fit individual circumstances and needs.

Focus on All Students with Disabilities

The second assumption is that OSERS programming for transition should address all citizens with disabilities who leave school for adult services and opportunities. An estimated 250,0000 to 300,000 students leave special education each year; no doubt many others graduate from the regular curriculum, but because of a disability, require specialized services to obtain employment. It might be possible to differentiate among the many types and levels of disability and thereby emphasize the commitment to include all school leavers with disabilities. We have found it more useful, however, to focus on the service needs of these individuals, identifying the kinds of services that will assist the transition of all persons with disabilities from school to working life.

The Goal of Employment

The final assumption is that sustained employment represents an important outcome of education and transition for all Americans. The goal of OSERS programming for transition is that individuals leaving the school system obtain jobs, either immediately after school or after a period of post-secondary education or vocational services. Employment is a critical aspect of the lives of most adults in our society, whether their work involves highly paid career specializations, entry level jobs, or working in situations where ongoing support services are provided. Paid employment offers opportunities to expand social contacts, contribute to society, demonstrate creativity, and establish an adult identity. The income generated by work creates purchasing power in the community, makes community integration easier, expands the range of available

choices, enhances independence, and creates personal status. Of course, this concern with employment does not indicate a lack of interest in other aspects of adult living. Success in social, personal, leisure, and other adult roles enhance opportunities both to obtain employment and to enjoy its benefits.

Equality in employment opportunity has been a consistent goal for achieving participation and integration in the mainstream of American society. Whenever people have held lower aspirations for the work potential of a particular group of citizens, those assumptions have been proven wrong. There has been a long history when it was assumed that women could not enter sustained employment roles in our society. Similarly, there has been the assumption that people who were without sight or hearing or who were in wheel chairs were not capable of employment roles in our society. In each case assumptions of low work potential have been discounted as soon as equal opportunities or proper training became available. The OSERS transition program is prepared with the assumption that the goal of sustained employment should not be disregarded because of the presence, nature, or severity of a disability. Of course, traditional unsupported job roles, in which individuals are expected to function without benefit of social services, may be difficult for many individuals to sustain. For these persons, alternative supported employment opportunities can be developed that combine work opportunities and ongoing support services.

The focus on employment as a central outcome of effective transition provides an objective measure of transition success. The quality of employment that results for individuals can be defined and assessed in the same way that it is defined for others, using standard measures of labor economics. One national professional and advocacy organization put it this way:

> The quality of employment and related day and vocational services for individuals with...disabilities should be judged by the same criteria used to evaluate the employment of others in our society: income level and the resulting opportunities created by that income; quality of working life, including integration of the work place, safety, and access to challenging work; and security benefits, including job mobility, advancement opportunities, and protection from lifestyle disruptions due to illness or accident (TASH, 1983).

A related index of successful transition is the community integration enjoyed by persons with disabilities leaving school. Regular access to interactions with individuals without identified handicaps and regular use of normal community resources represent important results of the services and opportunities available to each person with a disability. Employment success can contribute to community integration in two ways. First, if the work place itself is integrated, it affords the opportunity for social contacts with co-workers, customers, or supervisors during work breaks and, in some jobs, throughout the day. Second, the income generated by work provides the purchasing power that is necessary for integration into much of a community's commercial, social, and recreational life.

The OSERS View of Transition

A conceptual framework that describes transition opportunities is needed if public efforts to help individuals with disabilities move from school to working life are to be well planned, coordinated across agencies, and evaluated responsibly. Programming for transition involves using different kinds and amounts of support with different individuals, so that each has the opportunity

to work and enjoy the lifestyle benefits of working. There is a nearly infinite set of services and experiences that could lead successfully from school to work for some individuals. Naturally, distinctions must be made among these, in order to reflect important differences in policy, authority, and practice among the many public agencies that can be involved in transition services.

For practical purposes, transition services can be grouped into three classes that reflect the nature of public services used to provide support as the passage is completed. The first involves movement from school either without services or with only those that are available to the population at large; the second involves use of time-limited services that are designed to lead to independent employment at the termination of service; and the third involves use of ongoing services for those disabled individuals who do not move to unsupported work roles. Each of these three transition strategies, or bridges from school to work, is necessary if all individuals with disabilities are to move successfully to working roles. Together with the foundations provided by the secondary school and employment opportunities, these bridges form a five-part model of the transition process that underlies OSERS programming. The model is illustrated in Figure 1 and described briefly below.

The High School Foundation

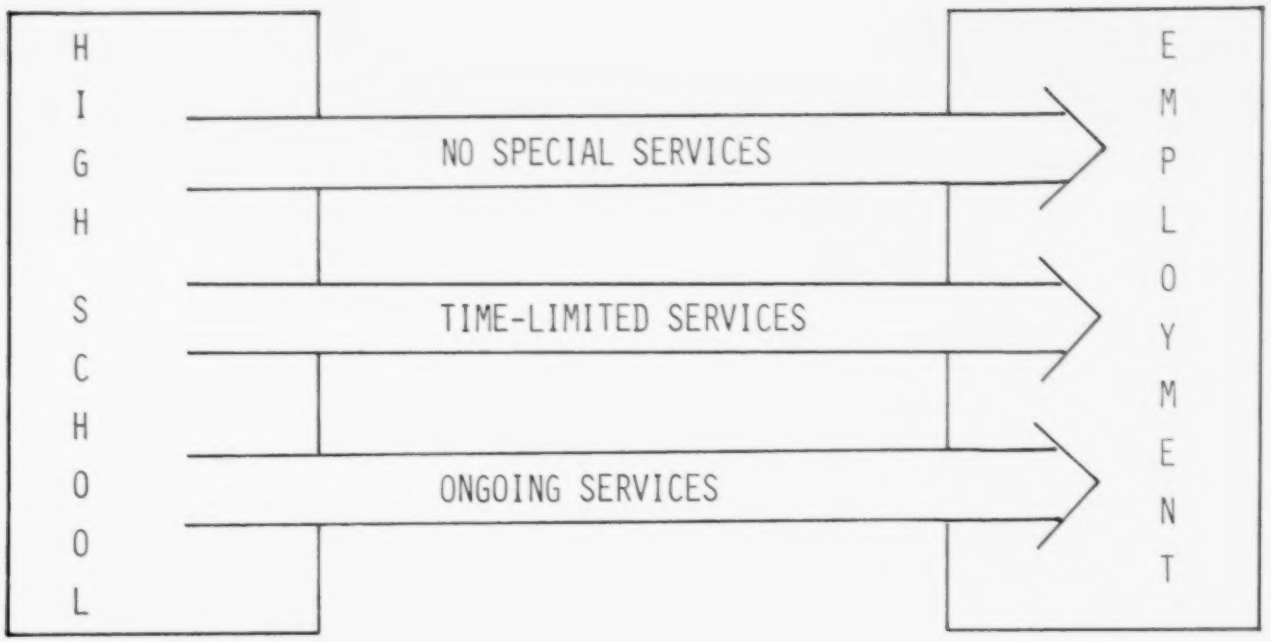
Secondary special education, in concert with vocational education and other school-based services provides the foundation in skills, attitudes, personal relationships, and often, employer contacts that determines much of the success of later transition. Curriculum content in special education and vocational education affects whether or not students leave school with entry level job skills that are saleable in the local community. Organization and location of the high school program often determines the extent to which students with disabilities are experienced in interacting with non-disabled peers and co-workers, and whether or not potential employers have been able to observe their competent performance of community jobs. The instructional procedures used in high school can greatly affect whether curriculum goals are achieved only by the most capable students or by the full range of persons with disabilities. Transition success can also be affected by the support for personal decision-making that is provided in the schools, and the IEP process. Whether the student goes to college, attends post-secondary education, utilizes rehabilitation services, or needs more extended support, the initiatives of secondary school personnel can and do make a difference in the success of students facing the transition from school of working life.

Transition Without Special Services

The first bridge from school to employment is shared by many individuals with disabilities and their non-disabled peers. Individuals making the transition in this way rely on their own resources or those generally available to all citizens, locating and taking advantage of work opportunities without using special disability services. This is not to say special accommodations for the needs of persons with disabilities are not made, but in this pathway these accommodations are incorporated within generic services. For example, some individuals obtain employment at the end of high school programs using contacts gained through work experience programs. Others attend post-secondary education institutions and gain skills that lead to more advanced employment options. Still others locate their own employment through family contacts, neighborhood networks, or short-term volunteer jobs. The number of disabled individuals who make their own way from school to employment is unknown, although the size of this group probably varies with job availability, quality of schooling, and access to generic services.

Figure 1

Major Components of the Transition Process



Post-secondary education institutions are a particularly important segment of the generic services that comprise this pathway. Community colleges, vocational and technical schools, and four-year institutions of higher education play important roles in transition of youth without disabilities from school to work. That their potential contribution to those with disabilities is equally as significant has now been shown in many communities.

Transition with Time-Limited Services

The second bridge from school to working life consists of temporary services that lead to employment. After leaving school, individuals following this path use specialized, time-limited services like vocational rehabilitation, post-secondary vocational education, and other job training programs to gain entry into the labor market. The presence of a disability often qualifies an individual for these services or creates special support for participation. For example, many individuals find employment after receiving relatively brief services in rehabilitation facilities. Others receive support to attend specific job training and then obtain employment at the close of the course. Access to such time limited services is generally restricted to individuals thought capable of making it on their own after services are completed.

Vocational rehabilitation offers perhaps the best known time-limited services. Individuals with employment-related disabilities qualify for services if there is a reasonable expectation of employment at the close of services. Once accepted the program allows for quite flexible use of funds to provide whatever support is needed by the individual to enter or re-enter the workforce. While there are many cases of quite extended services to individual clients, vocational rehabilitation services are normally terminated after an individual obtains employment or other service objectives.

Transition with Ongoing Services

The third bridge from school to working life consists of ongoing services that allow individuals with disabilities to take advantage of work opportunities. Unlike the first two alternatives, this bridge represents a fundamental change in much current policy and practice. At present, ongoing adult services are typically designed to be non-vocational, either providing lifelong custodial care or preparing consumers for later vocational services. The lack of significant movement from these programs to rehabilitation and employment, however, has meant that they actually serve as an alternative to work, functionally excluding participants from both work-related services and employment opportunities. Consistent with the assumptions defined earlier, the alternative proposed here is employment, with whatever ongoing support is necessary to maintain that employment. For example, an individual using this bridge from school to working life might leave school and obtain employment as part of a small team of disabled individuals in an electronics manufacturing plant, where the state agency responsible for ongoing services paid for a work supervisor in the company.

Making this pathway a viable transition alternative involves establishing local services and supportive policies that allow combinations of work opportunities and ongoing support. Such "supported employment" programs could occur in a variety of circumstances: in an industry like that mentioned above, where a small group of disabled workers received publicly supported supervision; in dispersed individual placements in a community, with publicly-funded support staff rotating among sites; in a mobile crew that works in community settings; or in a former day activity program that operates a business that is successful

enough to offer full time employment opportunities to participants. In each case, individual participants should enjoy the full range of employment benefits mentioned above.

Establishing these services will involve assisting States, since no single federal agency is responsible for program assistance, evaluation, or funding. Different States rely on different agencies for management of ongoing services, with Mental Health, Mental Retardation, Public Welfare, and Vocational Rehabilitation agencies all having responsibility in some states. Programs are supported by a mixture of State appropriations and federal assistance through the Social Service Block Grant and Medicaid.

The Employment Foundation

Regardless of the quality of schooling and the availability and appropriateness of bridging services, successful transition ultimately requires employment opportunities. The probability that any individual will find suitable opportunities may be enhanced by family and neighborhood networks, individual presence and participation in community activities, and job search efforts. The overall percent of individuals with disabilities who find work may reflect quite different factors, including the overall status of the economy, the extent of job unskilled workers, and other groups. Consequently, programming for transition from school to working life cannot be addressed adequately without simultaneous attention to such labor issues as minimum wage levels, business incentives to offer employment, equal employment opportunity, and efforts to address structural unemployment problems.

Implications for OSERS Action

The five-part model of the transition process provides a way of organizing activities and plans to improve transition effectiveness. While each component of the model is important if all individuals with disabilities are to be included, the objectives and strategies are different in the five areas. This final section highlights some of the most significant aspects of the OSERS plan in each of the transition components.

To improve the foundation provided in the secondary school, OSERS will rely on a broadly based strategy of research, development, demonstration, and replication that addresses all aspects of high school services. Particular interests include: renewed efforts to develop cooperative programs with vocational education and vocational rehabilitation to serve all students with disabilities; improvement of community-based job training and placement within the school's vocational preparation program; and development of service models for all students that allow regular and frequent contact with non-disabled peers.

One of the most important initiatives in assisting students make the transition without special services relates to post-secondary education. Community colleges and vocational technical schools offer an age-appropriate, integrated context in which youth and young adults with disabilities can expand personal, social, academic, and vocational skills. While emerging post-secondary programs will no doubt address the needs of all disability groups, OSERS is particularly concerned with stimulating research and program development for persons with learning disabilities and other mild educational handicaps.

Improvement of time-limited services has been the focus of most of the previous attention to transition, and much of the earlier work is still needed today. Cooperative relationships between special education, vocational rehabilitation, and vocational education can do much to facilitate vocational planning and

ensure smooth changes in service responsibility. In addition, innovations in on-site job training and placement programs offer promise of greater effectiveness in time-limited services, and strategies will be developed to promote broader use of these approaches.

To improve employment with ongoing support OSERS has developed a new supported employment initiative which would assist interested States shift from day activity programs to work alternatives. The program would offer competitive grants to state agencies responsible for ongoing services, providing support for staff training, program development and demonstration, and other start-up activities. States would retain the responsibility for ongoing funding of services as the focus of programming shifts from day care or pre-vocational activities to supported employment.

Efforts to improve employment opportunities will involve cooperative initiatives with other agencies. Of particular concern to OSERS is development of a broader range of incentives for employers who offer jobs to individuals who may require special equipment, building modifications, longer training periods, or other investments.

In addition to initiatives directly related to the five components of the transition model, a few broader research and evaluation issues seem particularly important. First, too little is known about current transition experiences. We can only estimate the number of individuals who make their way into the workforce by each of the three bridges described earlier and the number who remain jobless despite current service efforts. Careful descriptions of the school population and follow-up studies of special education graduates could assist both schools and post-school services plan for transition, establish policies and programs, and evaluate results. A related issue concerns program evaluation strategies. An adequate evaluation of any transition effort should take the entire transition model into account, for changes in the number of people who use each of the three bridges may well be the most important result of improved transition. For example, little is gained if a time-limited or ongoing service provides efficient employment for individuals who otherwise would have obtained similar jobs on their own.

OSERS programming for the transition from school to working life will offer federal leadership to State and local efforts to improve the lives of young adults with disabilities. To improve transition efforts while preserving the discretion of other levels of government, federal activities will focus on disseminating effective practices, providing assistance to States, and building the capacity of the professional community to deliver improved services. Because of the right to education legislation of the last decade, an unprecedented number of students with disabilities are nearing school leaving age. Special education for these individuals should lead to higher education, competitive work, or supported employment. It is time that, by working together, we help all citizens with disabilities achieve these outcomes, along with the personal status and community integration that they create.

FOOTNOTE

This paper is a preliminary statement of policy that will guide the Office of Special Education and Rehabilitative Services in programming for transition. The paper reflects the work of a special task force representing the Office of Special Education Programs, the Rehabilitation Services Administration, and the National Institute of Handicapped Research: Garry McDaniels, Douglas Fenderson, David Henderson, Ed Sontag, Joan Standlee, Thomas Bellamy, Michael Herrell, Wes Geigel, Martin Spickler, Carol Inman, Tom Nerney, Fred Sachs, Harvey Hirschi, David Rostetter, and Richard Melia. For his assistance in preparation of the paper, I want to express particular thanks to Thomas Bellamy. Comments on the paper are welcome and should be sent to Dr. Bellamy, 330 C Street SW, Room 3006, Washington, D.C. 20202.

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Establishing a Context for Discussing Transition Issues

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ESTABLISHING A CONTEXT FOR DISCUSSING TRANSITION ISSUES

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Paper Presented at a Conference Sponsored by the Mountain Plains Regional Resource Center and Rehabilitation Services Administration Region VII, Preparation for Life: A Conference on Transition from School to Work, Kansas City, MO., May 13, 1985.

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WORKING PAPER NO. 3

Successful transition from school to work for handicapped students has been a topic of concern and debate by professional workers and others for many years. The decade of the 1970s brought forth substantial legislation and funding to permit educators and other service providers the opportunity to hire and train needed personnel, expand their services, conduct research and development activities, and in general, provide for a better quality of life for children, adolescents, and adults with handicaps. During that decade several professional groups with similar goals were created to promote the career development or transitional needs of handicapped youth, e.g., CEC's Division on Career Development (DCD), AVA's National Association of Vocational Education Special Needs Personnel (NAVESNP), and the Association for the Severely Handicapped (TASH). These organizations are presently quite active and give a certain segment of professionals from special education, vocational education, and vocational rehabilitation a mechanism within their larger professional organization to promote the career/vocational development of handicapped learners.

Also occurring in the 1970s were local and state White House Conferences organized by handicapped citizens and their advocates and a final conference in Washington whereby the needs of these individuals could be conveyed to the President, Congress, and the nation in general. The twenty-two thousand recommendations that came out of these various conferences were synthesized into 3,748 recommendations covering 287 issues and then a final tally of 815 recommendations were passed by the delegates. One of the major needs identified by the White House delegates was for a better organized and coordinated human service delivery system for handicapped individuals. Congress responded by mandating more coordinated efforts between special education, vocational education, and vocational rehabilitation agencies who, in turn, attempted to delineate how cooperative efforts and responsibilities could better occur. Directors of the three federal agencies proceeded to issue "Memorandums of Understanding" pledging their agencies would work more collaboratively together so that the needs of handicapped citizens were better addressed.

What is promulgated and even mandated in Washington is not always

carried out in the field. In fact, in practice, it is often quite disparate. It isn't easy to change one's practices readily because we have a very complex service delivery system with different policies, procedures, politics, and frequently definitions of disability and the like. So....here we are again, trying to deal with an old problem which has chided us for years. But, at the same time, it is heartening that once again we are given an opportunity to take another "crack at it!"

Do We Need to Change?

The first question we need to ask ourselves is whether or not there really is a need to change our efforts so that "Transition from School to Work" is more successful for the students we serve. Although past research and expert opinion have indicated that 75-85% of persons with handicaps have the potential for competitive employment, Will (1984) reports that between 50 and 80% are unemployed or underemployed. Three recent studies (Hasazi, et al., 1985; Mithaug, et al., 1985; and Levine, 1985) generally supported this contention in their follow-up studies of former special education graduates by finding:

- 55-69% were working at time of follow-up
- about 2/3 were working 30 or more hours per week
- most found their own jobs or friends or family did
- most lived at home and were socially inactive
- most felt they needed more daily living, social, recreational, and occupational skills
- the majority had no contact with agencies
- the majority held low-paying jobs

The results of these studies, though somewhat more favorable than those reported by Madeleine Will, revealed that the majority were either not employed or were working only part-time and at relatively low wages with the expressed need of receiving more training. Another interesting finding from these studies was that agencies were not very involved with these individuals despite their unsatisfactory status and, that those who did get jobs were finding them by themselves or with the help of relatives and friends. Professional help is an obvious need based on the results of these studies.

At the same time, we must admit that all is not bad and that we must be doing something right for some of the students!

What Are Some of the Problems?

There have been many attempts over the years to coordinate interagency efforts with limited success in most instances....at least for any extended period of time. You are all familiar with the old adage, "Everyone's for Change Unless it is they that have to do it!" There is much truth to this. You may not be familiar with the "Marshmallow Principle" (Hoyt, 1976) which is another explanation to the problem we face when it comes to change. This principle contends that,

> ....external pressure exerted on an organization to change its basic structure will, for as long as that pressure is applied, cause the organization's structure to bend and assume a new shape. Once the pressure is removed, the organization will reassume its original shape.

A few years ago a colleague of mine and I conducted a follow-up study for a university that had spent thousands of federal dollars to bring teams of professionals from all 50 states to regional conferences so that they could learn about cooperative planning relative to improving vocational education for the handicapped student. The team, after developing their collaborative plans at the conference, were to go back to their states and work together to refine the state plan for implementation. Our follow-up study, however, revealed that only one state out of 50 had done anything substantive one year after the regional training. What a waste of time, effort, and money since the main purpose of the project was to improve vocational education services to handicapped students. Let's not make the same mistake here!

There's no question that we are talking basically about an old problem and need at this conference; one that is very complex to solve. Past attempts to do what we are focusing on here have identified the following as major barriers:

- Professional rivalries
- Turfmanship
- Theoretical differences
- Administrative barriers within ones agency

- Too many clients to serve and not enough time
- Lack of knowledge/training to collaborate
- Unclear roles and responsibilities
- Past failures with collaborative efforts
- Reluctance to change from a comfortable role
- Lack of understanding what others can and cannot do
- Fear of appearing less than competent
- Unwillingness to share
- Fear that others will expect the impossible...or the unreasonable
- ....and others

But perhaps the most significant problem of all is the one identified by Julian Nadolsky (1985) in his recent editorial in the Journal of Rehabilitation relative to the major inequities of our service delivery system. Speaking of the disciplines of special education and rehabilitation (other disciplines could be cited as well), Nadolsky noted that the two disciplines do not seem to recognize the commonality of their purpose, viz., preparing people with disabilities to become self-sufficient, contributing members of society. Thus, they function as autonomous, pluralistic entities by identifying with the separate parts of an occupational field, to the exclusion of the whole, and identify with a completely different set of goals and separate organizational structures. Thus, the two disciplines have developed and maintained separate, unrelated programs with neither discipline maintaining a commitment to serving disabled children as they develop into adults. The result is, according to Nadolsky, that the majority of disabled students remain handicapped for participating in the adult world. Thus, most will need rehabilitation services if they are to have a chance to achieve self-sufficiency.

I basically agree with Nadolsky. The same criticism can be applied to all disciplines and agencies, including the universities that train professional personnel. We have in essence created a pluralistically-oriented human service system that is often uncoordinated and unlinked together so well that the right hand does not know what the left is doing. The axiom that "We have met the enemy and they are Us" is perhaps truer

than we can really admit.

Last year about this time a similar conference was conducted in Minnesota by the Great Lakes RRC (1984). At that conference, attendees like yourselves identified the following as important needs for "Transition from School to Work" to become a reality: 1) more universal definitions among the agencies; 2) earlier vocational assessment to guide the IEP process; 3) better inter-agency cooperation; 4) beginning career education at the elementary level and an increase in vocational preparation throughout the educational experience; and 5) a more unified human resource system. Harold Russell Associates (1984), under contract from the federal government, found these elements to be keys to success: 1) career and vocational education; 2) written guidelines and responsibilities; 3) collaboration that is not forced; 4) cross-agency inservice training; and 5) a local coordinator and team. And, Halpern and Benz (1984) in a state-wide study of Oregon programs, found that: 1) more career education opportunities; 2) appropriate interagency agreements; 3) inservice for teachers, administrators, and parents; 4) more appropriate curriculum and materials; and 5) a career education component in the IEP are critical to a successful transition program. Based on this study, the state of Oregon is conducting an important conference in June to plan the educational direction the state will take for the next five years.

What Should We Do?

I was asked to establish a context for discussing the transition issues for this conference. Several of the issues have been alluded to already but there are others which we must resolve. These include: 1) whether or not transition should be confined only to vocational preparation; 2) when transition should begin and end; and 3) what are the roles and responsibilities of education, rehabilitation and other agencies, parents, and the private sector.

In regard to the first issue, many of us believe that the employment success of handicapped persons or anyone depends on an adequate blend of academic, daily living, personal-social, and occupational skills or competencies. Too many handicapped persons continue to lose their

jobs because of limited self-concept and confidence, social/leisure skills, independent living skills, and the like. We must take a more "whole person approach" otherwise we are again perpetuating the pluralistic approach described by Nadolsky. Research that we have conducted over a 15-year period has revealed 22 major competencies that are essential for handicapped students to have by the time they leave educational/rehabilitation programs if they are to be successful as adults (Brolin, 1978, 1983). These are presented in Table 1 with their respective sub-competencies (Note: a 1985 study will be released soon which will result in a slight change in the configuration in Table 1). Thus, in regard to this issue, I recommend that we address all the important skills the student needs in our transitional efforts, otherwise we will have done only part of the job.

In regard to the second issue, the present OSERS model depicts transition as a high school to early employment concept. There are many of us who believe it should be expanded to include the elementary and junior high school levels and extend into a lifelong career development context. This is depicted in Figure 1. Once again this is a more comprehensive approach to meeting the handicapped persons needs rather than choosing a limited time frame upon which to focus attention and services. If we do this, then a Transitional Model such as the one in Figure 2 can be implemented by communities desiring the whole person approach, lifelong context, and comprehensive interagency/parent/employer involvement that is a necessity for the success of these individuals.

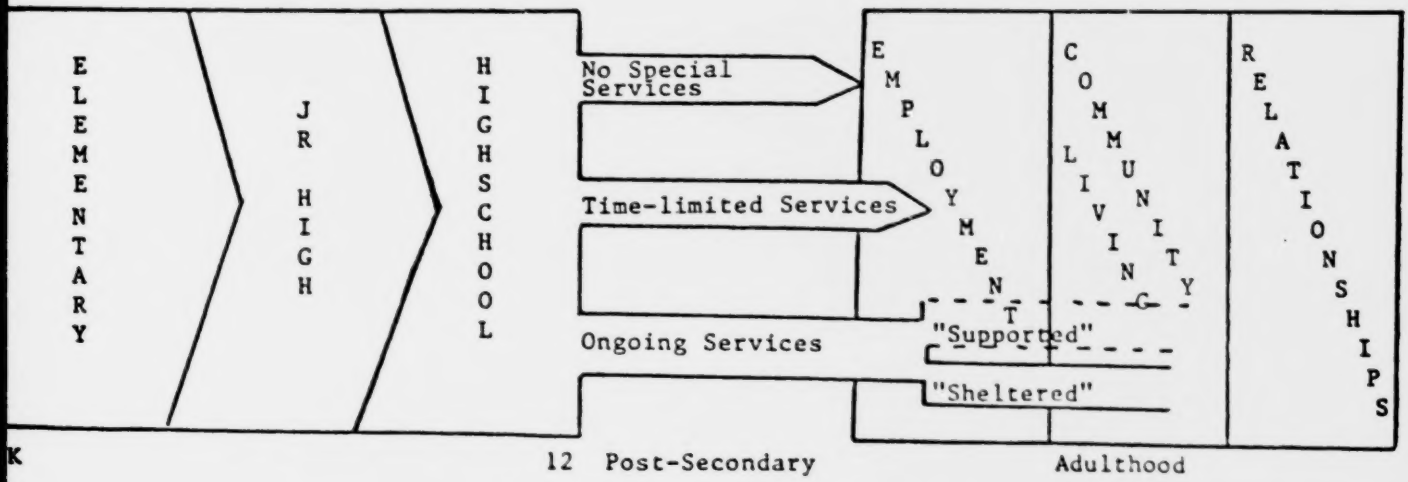

Figure 1. School-to-Work Transitioning

TABLE 1. LIFE CENTERED CAREER EDUCATION COMPETENCIES AND SUBCOMPETENCIES

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CURRICULUM AREA	COMPETENCY	SUBCOMPETENCIES						
DAILY LIVING SKILLS	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures	3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay taxes		
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing	7. Maintain a home	8. Use basic appliances and tools	9. Maintain home exterior			
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene	12. Demonstrate knowledge of physical fitness, nutrition & weight control	13. Demonstrate knowledge of common illness prevention and treatment			
	4. Raising Children, Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)	16. Prepare for raising children (psychological care)	17. Practice family safety in the home			
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals	20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food	
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing	26. Perform simple mending	27. Purchase clothing			
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government	30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law	
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	35. Know activities and available community resources	36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations	
	9. Getting Around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation	42. Drive a car				
PERSONAL SOCIAL SKILLS	10. Achieving Self-Awareness	43. Attain a sense of body	44. Identify interests and abilities	45. Identify emotions	46. Identify needs	47. Understand the physical self		
	11. Acquiring Self-Confidence	48. Express feelings of worth	49. Tell how others see him/her	50. Accept praise	51. Accept criticism	52. Develop confidence in self		
	12. Achieving Socially Responsible Behavior	53. Know character traits needed for acceptance	54. Know proper behavior in public places	55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles		
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond	59. Know how to make & maintain friendships	60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships			
	14. Achieving Independence	62. Understand impact of behaviors upon others	63. Understand self-organization	64. Develop goal-seeking behavior	65. Strive toward self-actualization			
	15. Achieving Problem-Solving Skills	66. Differentiate bipolar concepts	67. Understand the need for goals	68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice		
	16. Communicating Adequately with Others	71. Recognize emergency situations	72. Read at level needed for future goals	73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication		
OCCUPATIONAL GUIDANCE AND PREPARATION	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work	78. Identify the remunerative aspects of work	79. Understand classification jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information	
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests	84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices		
	19. Exhibiting Appropriate Work Habits & Behaviors	87. Follow directions	88. Work with others	89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety
	20. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate satisfactory balance and coordination	95. Demonstrate satisfactory manual dexterity	96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination			
	21. Obtaining a Specific Occupational Skill							
	22. Seeking, Securing, & Maintaining Employment	98. Search for a job	99. Apply for a job	100. Interview for a job	101. Adjust to competitive standards	102. Maintain post-school occupational adjustment		

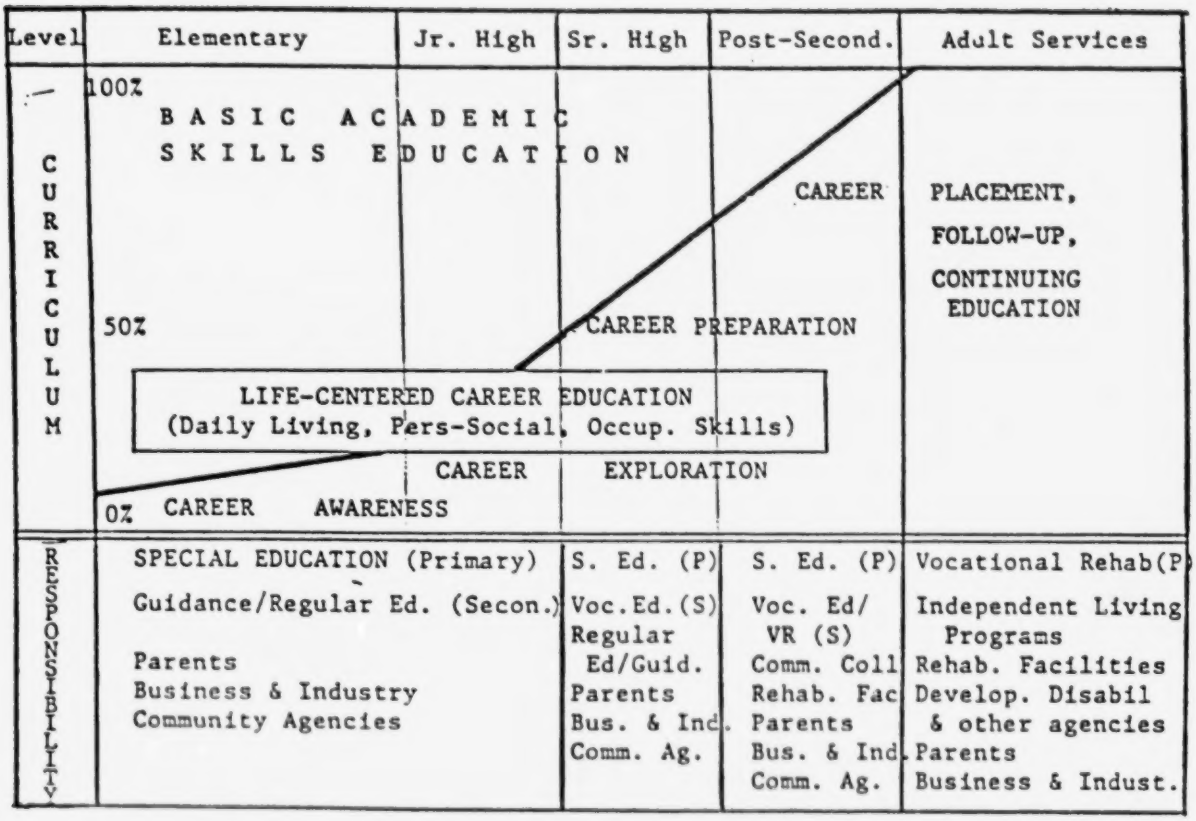

Figure 2. LCCE Transition Model

The third issue is in regard to the roles and responsibilities of educators, agency personnel, parents, and business and industry---those noted at the bottom of Figure 2. Let me give some suggestions for each of these groups:

1. School Personnel. The first fundamental issue that school personnel must grapple with is the question of: "What is the purpose of the school?" Even though most will report that it is to prepare students for a satisfying, productive, independent adult life, it is difficult to discern how this can be accomplished, at least for handicapped students, based on the curriculum and instruction received. But if this is the real and agreed upon over-

all goal of education (for students with handicaps) then the following must be provided:

- The development of a healthy work personality for each student, beginning in the early elementary years with the opportunity for substantive career and self-awareness learning opportunities extending into career exploration during the junior high years.
- A functional curriculum which incorporates daily living, personal-social, occupational skills development into the general academic subjects as presented earlier.
- Integration of the student with a handicap with those who aren't, both in on-campus and off-campus learning experiences so they learn how to function in the real world so negative public attitudes can be dispelled.
- A continuous system of career and vocational assessment beginning at the late elementary years and continuing periodically and systematically through the secondary years.
- A truly active and meaningful partnership with parents, business and industry, and community agencies, an effort that will require considerable effort and time on the part of school personnel.
- More flexible staff assignments so educators can spend time in the community to learn more about the world of work, interact with employers, and make the necessary curriculum changes so that transition and career development is infused.
- A Transitional Resource Coordinator who can assume responsibility for carrying out and monitoring the transitional effort K-age 21, and who will work closely with other school personnel, parents, employers, and community agencies and organizations.

2. Parents. Parents must accept the fact that they are needed as an integral part of the educational effort for their children and that teachers cannot do it by themselves. If they can accept this premise, then these suggestions are made for assisting school personnel:

   - Assume a more educative role in the home that relates to the instructional goals and activities, including reinforcing learning assignments and providing feedback to the teachers as

requested.

- Participate more frequently in classroom and community instructional activities. Teachers will need volunteer assistants to provide students with a variety of on-campus and community experiences.
- Serve on advisory committees to improve curriculum and instruction while reacting to the teachers needs in problem-solving inputs and actions.
- Promote the acceptance of handicapped students by employers and the general public while helping expand new job exploration and training sites in the community.

3. Agencies. Those of you who represent agencies must realize that you are vitally needed sources of professional input by school personnel and parents for guiding them in preparing their students and children for adult functioning. Remember Nadolsky's words and the very real fact that the early years are critical in forming the student's personal, social, and vocational qualities. Since most educator's and parents are not trained fully to do this, they need your assistance to provide the scope and sequence of career development instruction that the students need and the resources that can be utilized in the process. If you agree that this is something you should do, then I suggest that you:
   - Appoint "Transition from School-to-Work" staff who will specialize with the school population, work with the educators and parents, and have the flexibility to provide the necessary services.
   - Provide staff development sessions so all staff are more thoroughly oriented to the services you will provide the schools.
   - Outline clearly for school personnel and parents your specific services and how they can be of assistance to handicapped students and their parents.
   - Develop clearly-specified interagency agreements with the schools and adhere to them religiously.

4. Employers/Public. As responsible citizens and taxpayers you should be able to see both the moral and economic implications of providing

handicapped students with an appropriate education that will result in independent rather than dependent functioning. Billions of federal/state dollars are spent each year on the dependency of people who our human service delivery system was unable to prepare well enough for the demands of society. It should be evident that we cannot do it ourselves; that it really does require the active partnership of the community with the schools, parents, and agencies to make our efforts succeed. If you can accept this premise, then:

- Become actively involved with school personnel and parents, conveying your expertise about the real world's requirements and how they can be integrated into curriculum and instruction.
- Open up your establishments for career exploration and training opportunities for the students so they aren't taught in a vaccuum and so they can see the value of education and set future goals that are realistic to their interests and abilities.
- Help dispel the myths and negative attitudes that have handicapped these individuals for too many years by promoting the opportunity for them to be trained and employed in your establishments.

If we can achieve the partnership such as the one described above then I recommend one other important dimension to make "Transition from School to Work" really work---an INTERAGENCY/COMMUNITY TRANSITIONAL COMMITTEE or Coalition. This committee should be an independent group with an Executive Director and secretary/staff which is paid for by various agencies and community organizations, including employers, to provide the overall leadership to the transitional effort, serve as a clearinghouse and fixed point of referral to appropriate agencies and services, involve parents and employers meaningfully, and manage a registry for lifelong services for handicapped persons in the community. Perhaps this is a pipedream but we need one coordinating body to pull things together. This should not be interpreted by others as a way to abrogate their responsibilities for the transitional effort described in this paper. I hope you give some discussion and thought to such an idea in your state meetings at this conference and thereafter.

How Do We Get People to Collaborate?

I don't know if anyone has the answer to this question. It has evaded mankind since the beginning of time. My experience has revealed that these are some necessary requisites for professional workers and others to work collaboratively together:

- They must recognize the need to collaborate
- They must not be forced
- They must have the time and authority to participate meaningfully, including the support of their superiors
- They must believe she/he will be listened to by other collaborators
- They must believe others will be committed to collaboration
- They must believe that the effort will amount to something
- They must receive some type of credit/recognition for their efforts
- They must get sufficient communication from the others
- There must be an organized effort with an effective leader
- It must be a shared endeavor in regard to cost, time, and credit
- There must be clear roles and responsibilities
- It must connect the various parts to the whole (i.e., stop pluralistic operations)

These 12 principles of collaboration must be considered in establishing any intentions such as those which we are addressing at this conference.

The director of the Office of Special Education and Rehabilitative Services (OSERS), Madeleine Will (1984), conveyed the vital need to collaborate in her address at the Opening General Session of the CEC Annual Convention, in April 1984. She indicated that the major challenge we face is not primarily one of limited resources. It is, rather, a question of will and character. She challenged special educators to will the means to accomplish our ends....looking beyond traditional services boundaries to collaboration with human service delivery systems. She made reference to a wonderfully visionary speech by a state director of special education who,

> ....called for improved services to older handicapped children and youth and argued strongly for increased coordination between rehabilitation, vocational education, and special education. He stated, "There is no alternative to cooperation between vocational rehabilitation and vocational education and special education for

> the handicapped." Other actions called for were increased attention to functional job skills for handicapped children and youth; exploring "the entire area of the development of vocational skills in the handicapped", and proper sequencing of special education, vocational education, and vocational rehabilitation in the training of independent, vocationally competitive, and productive handicapped individuals (p. 12).

How appropriate this director was in regard to what we're all concerned about today and at this conference. The only problems with his vision is that it occurred 15 years ago. Are we going to wait another 15 years to make the changes that are so important to the success of our handicapped citizens?

Presently, one of our OSERS-funded projects at the University of Missouri (Career Education Personnel Preparation) is addressing the transition need by conducting courses across the state. This activity has reinforced our contention that many teachers want to change and are willing to re-organize their efforts along the lines that I have proposed in this presentation. I'd like to quote from one of the "Transition Plans" that one team of educators wrote as they concluded a marvelous plan for their school district. They stated,

> Too often educators lose sight of the real purpose of education. Teachers get caught up in "trends" and subject matter forgetting the total educational process. The words of Naomi J. White continue to ring too true:
>
> I Taught Them All
>
> I have taught in high school for ten years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile.
>
> The murderer was a quiet little boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in school, had the lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips; and the imbecile, a soft-eyed little animal seeking the shadows.
>
> The murderer awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tiptoe, can see the windows of my room from the county jail; the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

All of these pupils once sat in my room, and looked at me gravely across worn brown desks. I must have been a great help to these pupils - I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence (Clearing House, Nov. 1937).

One last story that I would like to read you is about a 19 year old mentally handicapped and physically disabled young man who had been in special education all of his life. He wanted to be one of the three commencement speakers at Lakeshore High in Michigan. His parents, teachers, and friends tried to dissuade him but he felt compelled to tell his story. So he was selected and this is what he had to say:

Mr. Reilly, honored guests, ladies and gentlemen and members of the graduating class of 1974. I want to take this opportunity to convey appreciation to you for allowing me to express my feelings this evening.

Tonight represents a dream come true for my parents, friends and relatives. Tonight also represents the attainment of a goal for many interested and concerned teachers, counselors, and staff. Tonight also represents the downfall of a diagnosis that was made over fifteen years ago. Let me explain.

In 1958, a four-year-old boy was taken to the university hospital at Ann Arbor for neurological examinations. After many hours of examinations, tests, X-rays, and waiting, a verdict and sentence was handed down by the university doctors. The parents were informed that their son was mentally handicapped and the best place for him was in an institution. Your son, at best, may someday be able to sell papers on a street corner - the doctors informed the stunned couple. On the convictions of these parents, through the efforts of devoted teachers and the legislation of interested taxpayers like yourselves, this would-be resident of Coldwater's Home for the Mentally Handicapped was placed in our local school system.

This boy was loved and cared for not only at home, but also at school. Sure, there were hard and rough times. It isn't easy competing with other kids, even when you are normal much less handicapped. But, the love and the patience was there for nineteen long years. And, tonight I am proud to stand here and say that I am that boy - almost condemned to an institution. True, I am not an "A" student. But neither am I a dropout. I may never go to college but I won't be on the welfare roles, either. I may never be a great man in this world, but I will be a man in what ever way I am able to do it.

For tonight, I say thanks to my parents who prayed and worked so hard. I say thanks to you, my instructors and the staff, of Lakeshore High who had the patience and dedication to see me through. I say thanks

to this audience for your work, your dollars, and your concern in providing me with an opportunity for an education. And, to you, my classmates, I also say thanks. I will always remember our years together and I hope that you will also.

Remember me as you search for a place in life, for there will be youngsters needing your help as you select a vocation in life. Remember me as you become paying members of our communities because there will be children needing your financial support. And, remember me and others like me in your prayers because in some cases there are not always parents, teachers, friends, and classmates like I have had at Lakeshore High School. Thank you.

He hesitated, lost his place, stuttered, but he went on. No one in the assembly moved. I wonder what Bill Yore is doing today, 11 years later?

Conclusion

Successful transition from school to work is a complex and lengthy process. It is not only a matter of just devising a set of interagency agreements and a cooperative spirit. While these are an important first step, little further progress will be made unless we address the total scope and sequence needed for successful career development to occur. As Madeleine Will pointed out, we have the resources and I believe in the past decade we have developed the technology to make transition a successful reality for our handicapped citizens. But it will take forward/long-range planning by the appropriate agencies (i.e., Vocational Education, Vocational Rehabilitation, Developmental Disabilities, Special Education, and others) and strengthened state level cooperation in providing information regarding training, employment incentives, clear directions, technical assistance, and funding for LEAs. We must have cooperative training, placement, and follow-up across agencies and across programs with continued job mobility counseling made available.

Those of you who are parents and employers are also very much needed to make transition work. Don't underestimate your importance in this regard. No one is more important than anyone else. You are going to hear at this conference from many people who are responding well to the transition initiative and many of the needs that I have discussed today. This should be helpful to those of you who will go back to your localities and try to

make the changes that are needed. Your state Transition Committee will be available to further your efforts. I challenge all agencies and responsible parties attending this conference to elect to cooperate and coordinate with other agencies for the benefit of those individuals for whom we all share responsibilities and a great concern. Can we afford to wait any longer?

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Career Education Personnel Preparation (CEPP) Project

List of Project/Staff Publications
on Career Education

CEPP Monograph Series (1982-1983). Available from Dr. Donn Brolin, 111 Education Building, University of Missouri, Columbia, Missouri, 65211. A fee of $2.00 each will be charged to cover reproduction and mailing expenses.

- MONOGRAPH NO. 1 - Career Education for Exceptional Children: The CEPP Approach.
- MONOGRAPH NO. 2 - Career Education Programming at the Elementary Level.
- MONOGRAPH NO. 3 - Career Education Programming at the Secondary Level.
- MONOGRAPH NO. 4 - Career Education Programming at the Post-Secondary Level.
- MONOGRAPH NO. 5 - Affect Abilities Training - A Competency Based Method for Counseling Persons with Mental Retardation.
- MONOGRAPH NO. 6 - Competency Units for Implementing Life-Centered Career Education (LCCE): A Compendium of Activities by Missouri Educators.

Also available from Dr. Brolin's office for a fee of $1.00 to cover reproduction and mailing expenses are

- WORKING PAPER NO. 1 - Preparing Handicapped Students to be Productive Adults, What Do We Need To Do?
- WORKING PAPER NO. 2 - A Model for Providing Comprehensive Transitional Services to Special Education Students
- WORKING PAPER NO. 3 - Establishing a Context for Discussing Transition Issues

Several other publications will be available in the near future.

NOTE: Please make checks payable to the University of Missouri-Columbia

The CEPP Project is funded jointly by the U.S. Office of Special Education Programs and the Missouri Department of Elementary and Secondary Education, Division of Special Education.

Transition Summary: Information from the National Center for Handicapped Children and Youth

INTRODUCING Transition Summary

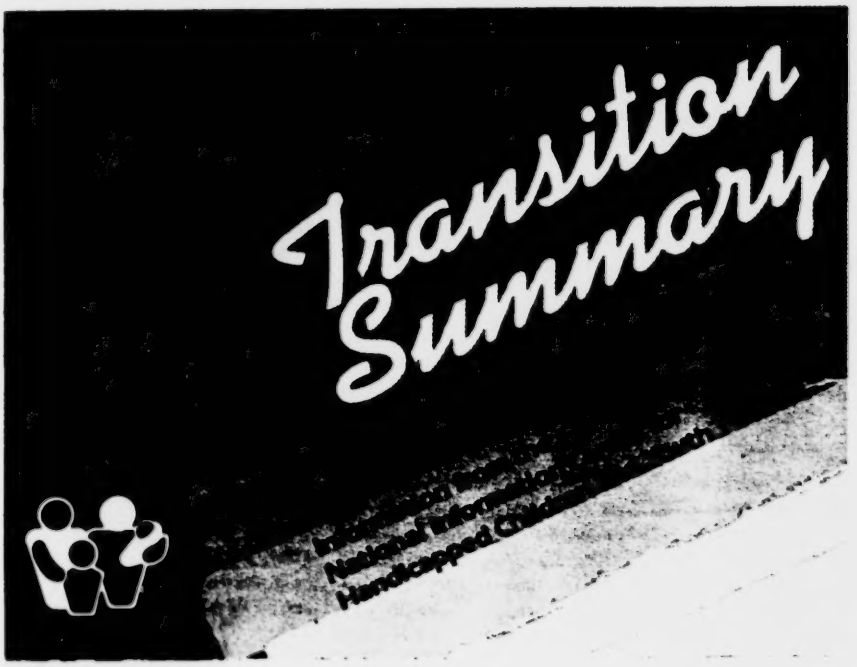
This is the first issue of *Transition Summary*. We are planning a total of six issues, two a year for three years. Each issue will include articles and letters from handicapped persons, their parents, professionals, and other concerned persons about how handicapped youth can best make the transition from the school environment to the adult world of independent living and work.

Handicapped youth often need help beyond that provided to non-handicapped youth in preparing for the future. This issue contains information about the types of additional help that can be provided. It begins with an article by James Murphy, the National Information Center's Information Resources Manager, describing his experience making the transition from school to work in the period before PL 94-142 and the current emphasis on transition services.

Next is an article by Charles T. Mangrum II of the University of Miami and Stephen S. Strichart of Florida International University. They summarize their research concerning services provided by colleges that offer support to learning disabled students. These services include diagnostic testing and prescriptive planning, program advisement, instructional assistance, instructional aids, and counseling. The information is based on research they conducted for two books they have recently written—one is entitled *College and the Learning Disabled Student* (Grune & Stratton, Orlando, Florida 32887-0018, $24.50); the other *Peterson's Guide to Colleges with Programs for Learning Disabled Students* (Peterson's Guides, P.O. Box 2123, Princeton, New Jersey 08540).

Third is an article that was first published in the December, 1984, issue of the *Exceptional Parent*, which they have kindly allowed us to reprint. The article, entitled "Vocational Training and Employment: Guidelines for Parents," was written by M. Sherril Moon and Andrew V. Beale, both of Virginia Commonwealth University. The article describes steps parents can take to prepare their handicapped child for gainful employment, beginning during the elementary school years and continuing through high school. The article makes suggestions about how to work with the child at home and how to coordinate with the schools and community agencies to ensure that appropriate vocational training and employment opportunities are available.

The final article, written by the staff of the Parent Educational Advocacy Training Center of Alexandria, Virginia, describes a 15-hour workshop the center has developed to help parents plan effectively for their children's career education and employment opportunities. The workshop consists of five sessions in which topics such as the following are discussed: the parents' role in their child's career education development, legislation relevant to career development, obtaining vocational assessments, components of successful job placement and training programs, specific vocational education programs in local school systems, and promoting career education programs.



JULY 1985

Remembrances of Things Past: Transition Before PL 94-142

By Jim Murphy

In the ten years I have worked on disability issues no development has pleased me more than the current emphasis on services to young people who are making the transition from school to work. As a disabled person who came of age in the early 70's, I am acutely aware of what the lack of transition services can mean. In looking back, I feel that my transition was more difficult than it had to be. My purpose in writing this article is to provide a context in which parents and professionals can see their efforts and appreciate better the human dimension of the struggle to make the transition.

I was born in 1950 and was diagnosed as having cerebral palsy before I was three years old. My disability is relatively mild. The only difficulties I have are a slurring in my speech, awkwardness in my gait, and mild tremor in my hands which makes my handwriting slow and difficult to read. I was mainstreamed in the parochial schools in Brooklyn, New

"Who has primary responsibility for academic advisement is not as important as ensuring that the learning disabilities program and academic departments work together in a facilitative manner."

York, beginning with kindergarten. My progress through school was normal. I was a better than average student and participated in extracurricular activities throughout grade school and high school.

It was only after I entered college that my disability began to affect my life. My parents were conscious of transition issues from the time that it was diagnosed. From a very early age my parents stressed that if I were going to support myself, I would have to make an effort to develop marketable skills. I think my parents were very farsighted in taking this approach. The article by M. Sherril Moon and Andrew V. Beale gives excellent advice to parents, suggesting they begin to work on transition issues at the time that their child is in primary school. While the article is written for parents of children with severe disabilities, the advice is of value to parents who have children with mild disabilities.

My experience also bears out the article's recommendations about early work experience. During high school and college I held several part-time jobs that were useful in teaching me about getting along as an employee. My very first job was as a delivery boy in a florist's shop. I had mentioned to my vocational rehabilitation counselor that I was interested in working part-time, he had a graduate student working as an intern whom he assigned to help me in finding my first job. I got my later jobs on my own or through a friend.

One of the most important things I learned on this job was that not everybody had the same attitudes and perspective as my parents and teachers. It also brought home to me the great variety of attitudes towards my disability that I would encounter. Some people were very accepting; others made up their mind about me the moment I opened my mouth. After working on the job for several months, it became clear that I didn't have the energy to keep up with my school work and get to the shop every day after school. My parents and I reluctantly decided that I should quit. Even though the job lasted a short time, it was a valuable experience. I knew more about myself and how I would fit in the working world after three months than I would have learned from reading about it or being told about it.

So far in this piece I have discussed some of the things that were helpful in making the transition, but I would be less than honest if I didn't say there were some real obstacles. One of the things that created obstacles was the lack of good quality counseling. The counselors I encountered in college and high school were not very sophisticated about employment issues. They either overemphasized the impact of my disability or seemed unaware of it. Their understanding of job search techniques also seemed naive. Counselors with the State Vocational Rehabilitation Agency frequently had a limited idea about the options people with disabilities have in employment. They tended to counsel people with certain disabilities to work in certain types of occupations and to avoid others, even when their disabilities presented no difficulties in pursuing other occupations.

For instance, at one point I was discouraged from applying to law school because I had a speech impediment. It was felt that a person with a speech problem could not successfully practice law. Since then I have met a number of lawyers who have cerebral palsy with speech problems similar to mine who are practicing law. I'm not trying to suggest that all counselors are uninformed and that their advice should be disregarded. I am urging young people with disabilities and their parents to do their own homework as well as depending on the advice of professionals.

One of the things I wished I had when I was making the transition from school to work was more contact with disabled adults who could serve as role models. There were times when I was going to school or after graduation while I was looking for a job when it would have been very helpful to talk over my experiences with someone who had been through the same things. I really wasn't sure what happened to people with cerebral palsy after they left school. I sure didn't encounter them in the usual positions of responsibility. If I took the initiative and went looking for such individuals, I probably would have had a hard time finding them. Today establishing contact would be much easier. Independent living centers and advocacy groups made up of adults with disabilities provide an easily accessible source for young people looking for role models. Parents concerned with transition should be making greater use of adults with disabilities as a resource.

Earlier in this article I referred to the "struggle of transition." Young people and their parents need to understand that even with the best support and planning successful transition from school to the world of work can often take longer than expected. We all occasionally encounter setbacks that are no fault of our own. Young people need to cultivate a resilience that will carry them through the times when even their best efforts don't seem to work. It is important above all that their frustration not diminish their capacity to believe in their own ability to make a contribution to their society.

Services Offered by College Support Programs for Learning Disabled Students

By Charles T. Mangrum II, University of Miami, and Stephen S. Strichart, Florida International University

> "Young people need to cultivate a resilience that will carry them through the times when even their best efforts don't seem to work."

More and more learning disabled students are attending college. However, many of these students are not prepared for college studies. They have insufficient background in English, science, mathematics, and social studies as well as basic skill deficits. These limitations are further complicated by the students' lack of understanding of their learning disabilities. To help these students succeed, many colleges now offer support programs for learning disabled students.

We visited a number of college support programs for learning disabled students, spoke with the directors of many other programs, and reviewed the published literature related to learning disabled students attending college. The results of our research were published in our book, *College and The Learning Disabled Student*. Through this research we identified the key services provided by colleges with programs offering support to learning disabled students. In this article we describe these services.

Diagnostic Testing and Prescriptive Planning

In many learning disabilities college programs, students are diagnostically tested during their first semester on campus. The test results are used to plan basic skills remediation, course tutoring, and counseling.

Test batteries vary from program to program, however, certain areas of functioning are routinely examined. These include intelligence, academic skills, oral and written language, auditory and visual perceptual processes, study habits and skills, personality, and self-concept. Because of the lack of standardized tests normed on adult populations, tests typically used with younger learning disabled students are frequently used with learning-disabled college students. Program personnel also use informal tests and devices to gather data not provided by standardized tests.

The data from the diagnostic testing are used to formulate individual educational plans (IEPs) for students. The IEP identifies the goals and objectives for remediation in reading, spelling, writing, mathematics, and related language and perceptual skills. The IEP also includes tutoring strategies and suggestions for counseling.

Program Advisement

Learning disabled college students frequently enroll in courses that are too difficult for them. When they believe an instructor is understanding, they enroll in as many courses as possible with that instructor even when the courses are out of sequence or not part of their degree programs. For these reasons, learning disabled students need careful advising. Here are a set of guidelines for advising learning disabled college students:

1. *Consider strengths, weaknesses, and specific disabilities when planning students' programs.* Learning disabled students should be advised to avoid courses that require a higher-level of basic skills than they possess. Similarly, they should be advised to avoid courses where their learning disabilities would make it difficult for them to master the content and/or profit from the method of instruction. Before placing students in courses, the courses should be analyzed for difficulty level, prerequisite knowledge, and method of instruction.

2. *Advise students to take fewer than the usual number of credits per semester.* Learning disabled students should be advised to take reduced course loads so they have extra time to prepare for courses and to participate in tutoring, remediation, counseling, and other program services. New students should be told they will find it difficult to complete their degrees in a conventional four-years.

3. *Work out a balanced course load with respect to difficulty.* Reading, writing, and other course requirements should be examined to determine course difficulty. Once the difficulty of courses has been determined, advisors should plan students' programs taking the difficulty factor into account. For example, students could be advised to take one difficult course, two courses of moderate difficulty, and one course of minimal difficulty.

4. *Consider the frequency and length of class meetings.* Some students with long-term memory deficits do better in courses that meet several times a week. Length of class meeting is also important. Students with attention deficits will find it difficult to sustain attention in classes that exceed one hour. Such logistical factors should be considered when planning students' programs.

5. *Know who is teaching the course.* Not all faculty members have the desire and/or skills to meet the needs of learning disabled students. It is important to consider who is teaching a course before advising students to take the course.

6. *Arrange for cooperative academic advisement between the learning disabilities program and academic departments.* Who has primary responsibility for academic advisement is not as important as ensuring that the learning disabilities program and academic departments work together in a facilitative manner. The learning disabilities program staff knows a great deal about students, while the academic faculty knows a great deal about courses and programs of study. Both are critical for effective advisement of learning disabled college students.

"The goal of basic skills remediation is to assist students to meet the reading, mathematics, and written language requirements of courses they take as part of their degree programs."

Instructional Assistance. Most learning disabilities college programs provide basic skills remediation and course tutoring for program participants. In some cases the programs offer special courses designed to help students adjust to and succeed in college. When appropriate, program staff members confer with course instructors to advocate on behalf of the students.

Remediation. The focus of basic skills remediation is on reading, mathematics, and written language. Attention is also given to developing study skills and compensatory learning strategies. Sessions are often one-to-one and are usually conducted two to three times a week by trained learning disabilities specialists.

The goal of basic skills remediation is to assist students to meet the reading, mathematics, and written language requirements of courses they take as part of their degree programs. The focus is on improving basic skills and is not upon tutoring in course content. Intensive instruction is provided to fill gaps in the students' basic skills profiles and to raise their overall achievement levels.

Students are also helped to develop effective study skills and strategies they can apply in their courses. Because of their disabilities in cognitive, language, and perceptual-motor areas, learning disabled students are taught the use of compensatory or by-pass learning strategies. These strategies enable the students to use their learning strengths to meet the demands of their college courses.

Tutoring. The primary goal of tutoring is to help students pass their courses. Tutors help students understand and master the content of subject area courses. In most programs, the amount of tutoring learning disabled students receive varies with their ability to handle course content and requirements.

Tutors must know their content area and be aware of the learning styles of the persons they are tutoring. They must be accepting, supportive, and mature individuals who conduct themselves in a professional manner. Most programs use non-learning disabled students as peer tutors. Other programs prefer to use learning disabilities and/or subject-area teachers to tutor the students in subject-area courses. This provides for more program continuity and brings a higher level of training to bear upon the problems of the students.

Special Courses. Some learning disabilities college programs offer special courses. In some cases these courses are offered for credit. Some colleges average the grades for these courses into the student's Grade Point Average. Some examples of special courses are: Fundamentals of Communication, Personal Psychology, and Effective Study Skills. Some programs offer special sections of regular courses for learning disabled students. The special sections contain the standard course content, but the text and teaching style are modified. Often the special sections are team-taught by learning disabilities program staff and subject-area faculty.

Advocacy. Another service provided to learning disabled students is advocacy. Staff members from learning disabilities programs help college instructors understand the needs of learning disabled students who are in their courses. The staff members obtain lists of required texts for taping, obtain permission for learning disabled students to tape record lectures, and arrange opportunities for students to take tests in alternative ways. When students need more time to complete a course, staff members arrange for an incomplete grade. When extra time is not the answer, staff members help students withdraw from a course in time to avoid grade penalty.

In most programs, learning disabled students are encouraged to act as their own advocates. Staff members intervene only when students have unusual difficulties with their instructors. When the students do not want instructors to know of their learning disabilities, the advocacy function is suppressed. Typically students with mild learning disabilities prefer to remain anonymous, while those with more severe learning disabilities want instructors to be aware of their difficulties.

Instructional Aids. Their reading and written language deficits make it difficult for learning disabled college students to take lecture notes, read text materials, and take tests. Frequently, the students' potential for achievement in courses is inhibited by these difficulties. Learning disabilities programs respond by providing tape recorders, notetakers, taped texts, and alternative testing procedures.

Tape recorders. Learning disabled students who have difficulty taking written notes from lectures are encouraged to use tape recorders. Before using a tape recorder in classes, the students are advised to obtain permission from their instructors. Few instructors object to having their lectures taped. When instructors do object, students are encouraged to sign a form indicating that the taped lectures are only for their own use.

The use of tape recorders allows students to participate normally in classes and have a second chance to listen to the lectures. Use of this technique provides students with opportunities for unhurried listening, integration, organization, and writing coherent notes.

Notetakers. Many programs provide notetakers for learning disabled students. Most notetakers are non-learning disabled students taking the same classes as the learning disabled students. Occasionally, individuals are hired to sit in classes and take notes for the learning disabled students. It is a good idea to have learning disabled students rewrite the furnished notes in their own words to ensure that they understand the content.

Taped textbooks. To facilitate textbook reading, many learning disabled students are provided with taped textbooks. Learning disabilities programs have textbooks taped by Recordings for the Blind, Inc., 215 E. 58th Street, New York, NY 10002. Because the taping process takes several months, programs obtain textbooks to be taped far in advance of the beginning of the semester. Some programs establish taped textbook libraries from which students can check out materials.

Not all learning disabled students use taped textbooks. Some students do not need them and others do not like to use them. Some students find taped textbooks difficult to use because of the requirements made on their auditory memory and listening comprehension skills. For these students, it is helpful to have a program staff member summarize on tape the important information from textbooks.

Alternative Test Procedures. When necessary, learning disabilities college programs make arrangements for their students to take tests in alternative ways. Alternative test arrangements include: untimed tests, oral tests, take-home tests, objective tests instead of essays or vice versa, and special projects. Students may be allowed to type or tape their answers to test questions. Proctors sometimes read tests to the students, clarify or rephrase questions, define words, and/or write the student's dictated responses. Typically, instructors send their tests to the learning disabilities program and the tests are administered there under supervision of the program staff.

Counseling. Learning disabilities programs provide a variety of counseling services. The most common are individual counseling, group counseling, and informal rap sessions. The major counseling goal is to reduce students' anxiety associated with the demands of college life. Other counseling goals are building self-confidence, promoting socialization, and teaching life skills such as goal-setting and time and stress-management. Students are also helped to become assertive, to clarify their values and attitudes, and to develop trust in others.

"Learning disabilities programs provide a variety of counseling services. The most common are individual counseling, group counseling, and informal rap sessions."

Counseling sessions are usually held once a week. This allows program personnel to assess students' needs on an ongoing basis and use the counseling sessions to provide timely corrective actions. Group sessions are particularly effective because of the mutual support they foster. Group counseling encourages students to share successful adaptive techniques. Rap sessions are often the first opportunity for learning disabled students to talk to other learning disabled individuals about their problems and feelings. Students talk about problems they have in common such as dealing with the effects of medication and the pressure of having no free time. These sessions help students better understand their own problems.

Conclusion

Learning disabled college students require a wide range of program services to succeed in college. The services begin with careful diagnostic testing and prescriptive planning. Based on IEP's, learning disabled college students are given program advisement, instructional assistance, and counseling. They are also taught how to use a variety of instructional aids. These services represent the core of learning disabilities college programs. It is essential that these program services be provided by dedicated and competent personnel who implement the strategies and techniques found to be successful with learning disabled college students.

Vocational Training and Employment Guidelines for Parents

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Reprinted with permission of *The Exceptional Parent* magazine, Copyright © 1984 Psy-Ed Corporation. This article appeared in the December 1984 issue of *The Exceptional Parent* magazine. *The Exceptional Parent*, published eight times a year, provides practical information for parents and professionals concerned with the care and education of children and adults with disabilities. For subscription information, write *The Exceptional Parent*, 605 Commonwealth Avenue, Boston, MA 02215.

As the first generation of students with handicaps served by Public Law 94-142 leave school, these citizens, as well as their families and the professionals who have worked with them,

"In the late 1970's and 1980's a number of model vocational training and job placement and training programs demonstrated the ability of the adolescent and adult with severe handicaps to work in nonsheltered jobs."

are increasingly dismayed with the lack of opportunities and appropriate vocational services (Bruder et al, 1984). Families who have grown accustomed to services under a legally mandated and federally coordinated service system learn that adult services such as vocational rehabilitation do not operate under entitlement (Elder, 1984). This is particularly true in terms of the provision of remunerative work, the expected outcome of school preparation. Parents, teachers, and school officials are often shocked to find that students with adequate job skills and appropriate social skills graduate and then sit at home for years (Hasazi et al, 1982; Wehman & Kregel, 1984). On the other hand, rehabilitation service agencies may not know the vocational potential of certain graduates when formal transition planning has not been initiated by the school system. The bottom line is that 50% to 75% of all persons with disabilities are unemployed (U.S. Commission on Civil Rights, 1983), and the more severe the handicap, the less the likelihood that the person affected will ever be employed.

In fact, students who are severely developmentally disabled or those who may have been labeled as moderately, severely, or profoundly retarded, autistic, multiply handicapped, or severely physically handicapped, have typically not been placed on the caseloads of vocational rehabilitation agencies which traditionally have provided vocational services for less disabled individuals (Office of Special Education and Rehabilitation Services, 1984). The result is that most severely handicapped citizens usually end up in day activity programs which often do not provide paid employment opportunities, or they remain at home without any programming. This is both unfortunate and unnecessary since research has repeatedly shown that persons with severe handicaps can work when an appropriate ongoing or supported employment training program is provided. (Bellamy et al, 1983; Wehman & Kregel, 1984).

In the late 1970's and 1980's a number of model vocational training and job placement and training programs demonstrated the ability of the adolescent and adult with severe handicaps to work in nonsheltered jobs. Paul Wehman and his colleagues at Virginia Commonwealth University (Wehman, 1981) and Frank Rusch and his colleagues at the University of Illinois (Rusch & Mithaug, 1980), have shown the ability of citizens with moderate and severe handicaps to hold competitive jobs. Thomas Bellamy and his associates at the University of Oregon have shown that even profoundly retarded persons can work in a specialized industrial setting which pays a decent wage and allows the worker to have regular contact with nonhandicapped persons (Bellamy et al, 1979). Other work alternatives such as mobile work crews and work stations in industry have also been used to successfully employ citizens with severe handicaps (Wehman & Kregel, 1984). As a parent of a child with severe developmental disabilities, you no longer need to settle for placement of your child into an adult day program or a sheltered workshop that pays no wage or a very small sum of money paid only on a piecerate basis.

Guidelines for Elementary School Level

Vocational training for elementary-age pupils who are developmentally disabled focuses on assisting them to develop: (1) self-care and daily living skills; (2) positive human relationships and good social skills at home and at school; (3) awareness of vocational opportunities at the upper grade levels and beyond. (Clark, 1979; Herr & Cramer, 1984; Wehman & Pentecost, 1983).

For Your child

1. *Familiarize yourself with your state's regulations dealing with the education of handicapped children.* Write to your representative in Congress and in your state legislature encouraging their commitment to legislation that will enhance the vocational training and employment opportunities for all students. Find out about the policies of your local and state rehabilitation and developmental disabilities agencies regarding employment for the developmentally disabled. On a national level, employment has just recently become a priority for these agencies and there are now several government initiatives. (Will, 1984).

2. *Work with your local schools to insure that vocational training and, in some cases, job placement is an integral part of your child's schooling.* Be sure your child's current individual education program (IEP) specifically addresses employment training. Make sure that the IEP addresses any self-care skills such as eating, toileting, dressing, and grooming that your child does not have. These should be taught in the early school years so that middle and high school programs can lend more time to specific job training. Talk with school officials about employment training opportunities available in the upper grades and make sure that your child's teacher is preparing for the transition into these programs. See that students in special education programs are included in vocational education classes and special vocational-technical education training

centers that many school systems now have.

3. *Assign specific jobs/duties to your child around the home.* Pay your child a small allowance based upon the successful completion of assigned tasks and insist that s/he perform his/her duties completely and on time. Encourage your child to manage his/her money and discuss how planning is essential to good money management. Encourage your child to make independent decisions and accept the consequences. Do not compare your child's efforts with the accomplishments of brothers, sisters, or friends, but rather have him or her continually improve upon his/her own performance.

4. *Find out about successful school and adult training programs and the variety of employment options that are now opening up for even profoundly handicapped citizens around the country.* Do not settle for the notion that your child cannot work!

"Do not settle for the notion of "prevocational" or "readiness" training that is supposedly related to specific job training."

With Your Child

1. *Create opportunities for your child to learn about workers and what they do.* Point out workers to your child when you go out in the community (Hummel & McDaniels, 1979). Discuss what the worker is doing and encourage your child to think about what jobs s/he might like or not like. Share books, magazines, and pictures which introduce workers to your child. Be realistic about the types of jobs a retarded adult is likely to be successful in performing. Some jobs which have proved to be particularly good for disabled workers, including those who are severely handicapped, include: maid, orderly, janitor, auto mechanic helper, food service worker, porter, hand packer, laundry worker, farm laborer, and assembly line worker. Talk about the jobs performed by family members and friends. Discuss the rewards of working other than money, e.g. personal satisfaction, friendships, and independence.

2. *Emphasize personal appearance, physical fitness, and good social and communication skills.* Provide opportunities for daily physical exercise or activities so that your child will develop coordination, stamina, strength, and dexterity. Give your child the opportunity to practice independent eating, dressing, toileting, and grooming skills, and try to avoid doing these things for the child. Encourage your child to develop acceptable social skills by having him/her interact with a wide range of friends, relatives, peers who are not handicapped, and members of the community. It is essential that your son or daughter exhibit socially desirable behaviors and be able to relate with other people if s/he is to hold a job.

Middle School Level

When a student who is severely developmentally disabled reaches the age of twelve or thirteen, a large portion of his or her school day should be devoted to specific vocational training on a variety of jobs in community-based settings (Bates & Pansofar, 1983). At this point, parents need to make sure that schools are providing community-based vocational training for at least several hours each day.

For Your Child

1. *Actively support the teacher's efforts to provide job training in community-based sites.* Help the school identify training sites that are directly related to potential real jobs in the community. Such sites can be hotels, cafeterias, hospitals, and businesses in which family members or friends may work. At the very least, lobby for training in various school sites such as the grounds (grounds maintenance), cafeteria (food service worker), office (messenger), and overall building (janitor). Remember that training in a traditional classroom is the least desirable for students who are severely handicapped (Wilcox & Bellamy, 1982).

2. *See that your child's IEP addresses specific vocational training in a variety of potential jobs.* Do not settle for the notion of "prevocational" or "readiness" training that is supposedly related to specific job training. The only way your child will learn a real job is to practice these job skills in a real job setting.

3. *Make sure that you know what job training is in the high school program.* High school programs should include at least a half-day of job training and inclusion of some actual job placement and paid employment for students nearing graduation. There should be a formal liaison between high school teachers and your local rehabilitative services agency. Find out whether this is occurring, and if not, insist that planning for transition from school to work begin to take place.

4. *Get in touch with your local rehabilitation agency to find out about the training services and job possibilities available for your child.* If the situation looks bleak in your community, insist that changes be made. Agencies have been mandated by federal governing bodies to increase services to citizens with severe handicaps.

5. *Find work outside the home for your child to do during the summer, weekends, and after school.* At this point, volunteer work is okay, for the essential factor is to get your child used to working. Having to follow a schedule, getting to places punctually, and interacting with people

"By the time a child reaches high school or is between ages fifteen and sixteen, a major part of his or her school day should be devoted to vocational training."

other than family members can never be practiced too much!

With Your Child

1. *Continue to work with your child on improving his/her appearance and physical fitness.* Disabled citizens are often turned down or let go from jobs because of their sloppy or dirty appearance or because of their supposed lack of initiative or laziness. Require your child to dress and maintain grooming habits like everyone else. Make sure that exercise is a regular part of each day to build strength and help control weight.

2. *Require your child to complete household chores on a regular basis and provide an allowance only on the basis of correctly completing allotted chores.* The value and importance of work can be reinforced at home by showing your child that everyone has certain important jobs to do, and that payment is based on doing the jobs correctly and on time. As a child gets older, you can assign more tasks and require that they be done in increasingly shorter periods of time. Complying with instructions, working at a fast pace, and increasing work complexity are all important aspects of holding a job.

3. *Get your child into the community for leisure activities.* Go to restaurants, movies, and community events. Take him or her to the grocery store to help with shopping and let your child help choose his or her own clothes. It is important that a person be able to behave properly in all settings, and exposure is the best way to learn. Exposure is also necessary in terms of the general public accepting the handicapped citizen as an equal.

High School Level

By the time a child reaches high school or is between ages fifteen and sixteen, a major part of his or her school day should be devoted to vocational training. By graduation time, a specific job or an adult training program should have been identified for him/her by a team of professionals and family members. As a parent, you may have to see that educators and adult service providers are formally planning the transition of your child from school to work.

For Your Child

1. *See that vocational training in specific jobs is built into your child's IEP.* Teachers should have in mind specific potential jobs based on both sheltered and competitive jobs available in the community for your child. Insist that training for these jobs be conducted in community job settings as part of your child's IEP goals and objectives.

2. *See that a transition team composed of yourself, the teacher, and a rehabilitation agency representative is formed to make plans for your child's employment after graduating.* Advance planning in the form of written goals and objectives similar to an IEP is the best way to assure services for your child after graduation. Remember that adult services are not mandated by law as are school special education programs.

3. *Encourage school personnel to find, place, and train your child in a job, full or part-time, that pays a wage while he/she is still in school.* Because of the lack of mandated employment services for the severely handicapped and overload of clients on rehabilitation case managers, you should support job placement during the school years. It is easier for adult service providers to provide support services for someone already working than to have to start at the beginning.

4. *Find out about all adult programs in your community and make plans before graduation to have your child enter one where some sort of employment is offered if earlier employment cannot be secured.* Of course, the most desirable option for your child is employment in a regular job that pays at or above minimum wage and decent benefits. If this is not attainable while your child is in school, see that he or she gets into a sheltered facility or adult program where the potential for employment exists. Such programs that offer a variety of employment options are the best. Many facilities are starting competitive work programs, work crews (groups of workers who are always supervised) or special industrial programs that pay some kind of wage and enable workers to spend time with nonhandicapped people.

With Your Child

Continue to do all things that you began while your child was in middle school. Promote exercise, good grooming, wise handling of money, and completion of household chores. Allow your child to be as independent as possible and give him/her ample opportunities to get out into the community.

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INFORMATION RESOURCES

The following organizations and individuals should be able to provide you with specific information regarding employment options for citizens who are severely developmentally disabled.

Center on Human Development
Division of Special Education and Rehabilitation
Clinical Services Building
College of Education
Eugene, Oregon 97403-1211

Center for Developmental Disabilities
499C Waterman Building
University of Vermont
Burlington, Vermont 05405

Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street
Richmond, Virginia 23284-0001

Office of Special Education and Rehabilitative Services
c/o Mrs. Carol Inman
U.S. Department of Education
Room 3132 Switzer Building
330 "C" Street, SW
Washington, DC 20202

National Rehabilitation Information Center
4407 Eighth Street, NE
Washington, DC 20017

Next Steps: Planning for Employment *A Workshop for Parents*

By Winifred Anderson, Carolyn Beckett, Stephen Chitwood, and Deidre Hayden

"Where will my son be in four years? What will he be capable of doing after high school?"

"Our daughter talks of her own paycheck someday. We think she can learn job skills, but she needs individual help. Is that possible? Are we asking too much?"

These quotes reflect parents' concerns about their handicapped children's future vocational opportunities. They look toward their sons' and daughters' daily lives beyond the school setting with both hopes and fears. Will their children be prepared to participate in the work world as fully as their potential allows? What should they, as parents, know and be doing *now* to ensure their sons and daughters will be able to move from the school world to the world of work?

To respond to parents' requests for information and guidance relevant to their role as career education advocates, the Parent Educational Advocacy Training Center in Alexandria, Virginia, developed a 15-hour course titled "NEXT STEPS: Planning for Employment."

Previous to the development of NEXT STEPS, the Parent Center's courses prepared parents to participate effectively in the special education process of referral, evaluation, eligibility, IEP and placement for their special needs children. Studies of the effectiveness of those courses demonstrate conclusively that parents gain knowledge and skills needed to promote their child's best interests. More impressively, the studies indicate that school teachers and administrators perceive those parents who have completed the training as being active, cooperative and influential participants in special education procedures.

Parents and service providers can realize the same positive effects when parents are informed about career education and post-secondary placement options for their sons and daughters with disabilities. The myriad of public and private agencies involved in career education, the jargon used in vocational education and job training, and the jumble of local, state and federal laws affecting the training and employment of disabled individuals are overwhelming. Parents must acquire skills and knowledge to negotiate the maze of agencies, jargon, rules and regulations as their children make the transition from school to work. Only in this way will they be successful in working cooperatively and productively with teachers, other school professionals and agency officials in advancing the work capabilities and, ultimately, the extended independence of their handicapped children.

NEXT STEPS: Planning for Employment is a five session course which prepares parents for their roles as career education advocates. They learn the four stages of career education, including career awareness, exploration, preparation, and placement. Within each stage they understand how to integrate the curricula and objectives of career education into their son's or daughter's individualized education program. In the second session of the course a range of post-secondary placement options is explored, including college or junior college, regular competitive employment, the supported work model of competitive employment, and the more sheltered work settings such as workshops and activity centers. Parents gain an understanding of the responsibilities of, and relationships among, the services of special education, vocational education, rehabilitative services and job training programs. During the third session, participants develop a personal profile outlining their child's traits, interests, aptitudes and work adjustment skills. They begin to articulate a sense of their son or daughter as a worker, rather than a youth with limited academic capabilities.

In the fourth session of NEXT STEPS, parents examine the vocational education opportunities available in their school system, and reasonable accommodations that may be necessary for their child to participate in a program. Finally, during the fifth session, participants complete an individualized career education plan that can serve as an informal transition plan for their daughter or son. Parents also discuss ways to implement specific strategies at the school, community, state, and federal level to promote career education programs.

Have parents used the knowledge and skills they gained by participating in NEXT STEPS? The overwhelming response has been "YES!" For example, one mother stated, "I didn't have a vision of my daughter's work potential before. Now I think I have a more realistic picture of her options and what we need to do to get there." A father commented, "My wife and I are now talking about long range plans . . . we hadn't talked to each other about our individual hopes and concerns before." Another person said, "My autistic son is going to junior high school next year. You can be sure that his new IEP will include career education goals and objectives."

Currently, NEXT STEPS is being conducted for parents by Parent Center staff in Alexandria, Virginia. Seven parent-professional teams trained by Parent Center staff to present NEXT STEPS are giving the course in communities in Vermont, New Jersey, Maryland, South Carolina, and Virginia. In November, 1985, additional teams will be trained to conduct NEXT STEPS: Planning for Employment in their communities. For further information about NEXT STEPS, contact the Parent Educational Advocacy Training Center, 228 South Pitt Street, Room 300, Alexandria, Virginia 22314, Phone (703) 836-2953.

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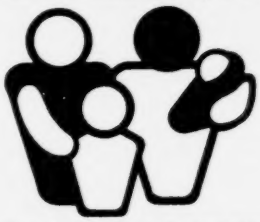

THE NATIONAL INFORMATION CENTER
FOR HANDICAPPED CHILDREN AND YOUTH
P. O. BOX 1492
WASHINGTON, D.C. 20013

Thank you.

NAME:

ORGANIZATION:

ADDRESS:

I am a (Choose 1):

Q01 ☐ Parent/Family member
Q02 ☐ Professional
Q03 ☐ Advocate
Q04 ☐ Disabled Adult
Q05 ☐ Disabled Student
Q06 ☐ Ablebodied Student

I represent (Choose 1):

P01 ☐ Individual
P02 ☐ Parent Organization
P04 ☐ Hospital or Treatment Facility
P06 ☐ State Agency
P12 ☐ Service Provider
P13 ☐ School
P14 ☐ Library or Information Center
P23 ☐ Post Secondary Faculty or Administrations
P25 ☐ Infant Program
P33 ☐ Head Start/Preschool
P34 ☐ Youth Service Agency
SAK ☐ DOD Schools

I am interested in children aged:

A01 ☐ 0-2
A02 ☐ 2-5
A03 ☐ 6-12
A04 ☐ 12-21
A05 ☐ 21 +
A06 ☐ Several of the above

I am most interested in (Choose 3):

SAZ ☐ Autism
SCD ☐ Speech and Language Impairments
SCI ☐ Career Information
SCP ☐ Cerebral Palsy
SDV ☐ Developmentally Disabled
SDW ☐ Down Syndrome
SED ☐ Emotional Disturbance
SGD ☐ Handicaps in General
SHI ☐ Hearing Impairments/Deafness
SK ☐ Independent Living
SLD ☐ Learning Disabilities
SMR ☐ Mental Retardation
SLR ☐ Legal Rights
SPD ☐ Physical Disabilities and Special Health Problems
SRD ☐ Rare Syndromes
SSB ☐ Spina Bifida
SSH ☐ Severe Handicaps
SUI ☐ Visual Impairment/Blindness

This newsletter was developed by Interstate Research Associates, Inc. pursuant to Cooperative Agreement G0084C3500 with Special Education Programs of the U.S. Department of Education. The contents of this publication do not necessarily reflect the views or policies of the Department of Education, nor does mention of trade names, commercial products or organizations imply endorsement by the U.S. Government.

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Become Part of The National Exchange Network

With this newsletter, The National Information Center for Handicapped Children and Youth continues a two-way flow of information with you, the concerned people in communities across America. Let us know about the projects you are developing, the progress you are making, and the good things that are happening in services for the handicapped where you live. If we can hear from you, we can share your information with many other who will find it useful, and, of course, we will give full credit to the originators. Address your responses to: Toni Haas, Director, The National Information Center for Handicapped Children and Youth, 1555 North Wilson Boulevard, Suite 508, Rosslyn, Virginia 22209.

Exemplary Practices: Special Education and Vocational Rehabilitation

Programs for the Handicapped

CLEARINGHOUSE ON THE HANDICAPPED

Sept./Oct. 1984 • Number 5 (ISSN 0565-2804)

HIGHLIGHTS

Youth with Disabilities:
The Transition Years

Disabled Individuals Embrace Arts

Annual Report on P.L. 94-142:
A Summary

Exemplary Practices: Special Education
And Vocational Rehabilitation

Maternal and Child Health
Block Grant Report

Department of Education • Office of Special Education and Rehabilitative Services

Office of Information and Resources for the Handicapped • Washington, D.C. 20202

Exemplary Practices: Special Education and Vocational Rehabilitation

Efforts to link special education and vocational rehabilitation are not new. Legislation such as the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975 date back about a decade. The Commissioners of Education and Rehabilitation issued a joint memorandum to the states establishing a task force to develop further guidelines for collaborative planning and service delivery in 1976.

But the new emphasis on improving transition from school to work for disabled adolescents has put the limelight on the crucial connection among vocational rehabilitation, special education and vocational education. Federal administrators, state officials, program planners, teachers, other school personnel, parents and students ask: Does it work, if so where and how can we learn from successful examples.

The National Institute of Handicapped Research contracted with Harold Russell Associates, Inc. of Waltham, Massachusetts, to analyze coordination between vocational rehabilitation (VR) and special education, study the extant literature and identify exemplary programs. The first results from this undertaking are in and we can report on the findings of a nine-site field study of exemplary state and local coordination programs.

There is no single model of successful coordination, but practices reveal certain trends which have implication for possible replication in other locales.

1. A growing number of programs are focussing on ways to increase the participation of handicapped students in vocational education.

Combining vocational and academic programming with the optional provision of work experience for disabled students represents a shift in policy for many high schools which have traditionally held that disabled students must reach a certain level of academic competence before vocational and/or career considerations can be addressed. How the conflict between the two approaches is perceived and defined within the school district will guide the development of interagency efforts.

Handicapped student participation in vocational education is aided by the growing use of interdisciplinary personnel who serve as a link between the vocational and academic program. Nearly all of the exemplary programs have developed positions of this type with staff titles such as Vocational Resource Educators. These staff members develop vocational objectives for Individual Education Plans (IEPs); provide information to vocational instructors or special needs of their students; help handicapped students during vocational classes, modify curriculum when necessary, and work with special education teachers to integrate vocational and academic programming. There was general agreement that the support provided by these personnel are crucial for handicapped students to benefit from vocational education.

2. Many cooperative programs include work experience components.

A number of exemplary programs focussed on providing work experience for handicapped students who are placed in actual jobs in the community or in the school and receive wages and/or school credits for their work. In the most developed programs, work experience is directly related to vocational courses and adds an apprenticeship component not available in the vocational school program.

3. Supported work programs to meet the needs of severely handicapped students.

Most of the programs visited are just beginning to consider the inclusion of the more severely handicapped, particularly the trainable mentally retarded. The successful results of a limited number of supported work models which provide direct work instruction to clients at the work site suggest that supported work may become an important training alternative for severely handicapped people.

4. Schools are increasing their involvement in vocational assessment activities.

Vocational assessment of handicapped students has been an area of confusion and concern for many education personnel. Traditionally, it has been the school's responsibility to conduct vocational evaluation. In many places vocational rehabilitation began to get involved in this area now that the schools are becoming more oriented to the inclusion of vocational goals in the IEPs. But schools have found rehabilitation vocational evaluations too lengthy and too complex for their needs. VR is working with some schools in the development and interpretation of simple short-term vocational assessments.

5. Schools are identifying SSI as a disincentive to handicapped student participation in vocational programming.

A large number of special education, vocational education, and vocational rehabilitation professionals have stated that parents and students fear the loss of SSI benefits and therefore resist attempts to train and place disabled youth.

6. Schools are increasing their contacts with vocational rehabilitation.

The extent to which VR becomes involved with school age clients depends upon the level of sophistication of

(See Exemplary Practices, page 13)

Exemplary Practices

(Continued from page 10)

the school district's special education and vocational education offerings among other factors. VR can provide technical assistance concerning vocational and job preparation and can be a valuable resource in curriculum development.

VR involvement with clients while they are still in school has the advantage that clients are served by VR once they leave school and enhances vocational preparation and chances for obtaining competitive employment.

7. Schools fear that the "back to basics" movement may threaten vocational programming for handicapped students.

The concentration on basic educational skills and the raising of academic standards are important and needed steps but they can create a conflict about the level and amount of vocational programming provided in relation to academic programming. As the standards are raised for receiving a high school diploma, work experience/work study programs or alternative vocational programs which have a high level of disabled student enrollment may be threatened. These programs provide many students who would otherwise drop out with the opportunity to complete high school education. Vocational education and the strengthening of basic eduation programs must be recognized as not necessarily mutually exclusive.

A project summary which includes tabulation of the significant characteristics of the field study programs is available from: Dr. Richard Melia, NIHR, 330 C Street, S.W., Mail Stop 2305 Switzer Building, Washington, DC 20202.

School to Work:
A Model for Vocational Transition

REHAB BRIEF Bringing Research into Effective Focus

Vol. VIII, No. 7 ISSN: 0732-2623 July 1985

SCHOOL TO WORK: A MODEL FOR VOCATIONAL TRANSITION

. . . the Subcommittee (on the Handicapped) recognizes the overwhelming paucity of effective programming for these handicapped youth, which eventually accounts for unnecessarily large numbers of handicapped adults who become unemployed and therefore dependent on Society. These youth historically have not been adequately prepared for the changes and demands of life after high school. In addition, few, if any, are able to access or appropriately use traditional transitional services. Few services have been designed to assist handicapped young people in their efforts to enter the labor force or attain their goals of becoming self-sufficient adults and contributing members to our society.

Section 626, PL 98-199
Education for Handicapped Children
(amendments)

As children with severe handicaps finish school and become young adults, the question increasingly becomes, "What will happen to them after they leave school?"

The Rehabilitation Research and Training Center (RTC) of the Virginia Commonwealth University, School of Education (Richmond, Virginia) has this year published a monograph funded, in part, under a grant from the National Institute of Handicapped Research. The designated priority of this RTC has been *improving the employability of individuals with mental retardation.* The monograph is intended to help meet that goal, standing as the first volume of a projected series titled *Competitive Employment for Persons with Mental Retardation: From Research to Practice.* One important focus of the monograph is its emphasis on school-to-work transition, reflecting the national priorities for improvement of services to school-aged young people with disabilities. While varied vocational training and education experiences are now available around the country, systematically planned transition to positions in business and industry is usually not carried out. Too often, students graduate with several years of vocational training which is incomplete and with no assistance provided for job placement. Because new program initiatives are underway through Public Law 98-199 (the amendments to the *Education for Handicapped Children Act*), funds have been set aside to support secondary education programs and transitional services. Perhaps the model outlined in this *BRIEF* can be of practical use to rehabilitation professionals and school personnel who wish to provide a program of systematic vocational transition to their youthful clients.

TRANSITION—A DEFINITION

Transition is a term used frequently in professional circles. The United States Department of Education, Office of Special Education and Rehabilitative Services has made transition a major priority. The Richmond RTC has developed a specific definition which may prove helpful.

> Vocational transition is a carefully planned process, which may be initiated by school personnel or adult service providers, to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in three to five years; such a process must involve special educators, vocational educators, parents and/or the student, an adult service system representative, and possibly an employer.

Note the key aspects of this basic definition:

- Members of multiple disciplines and service delivery systems must participate.

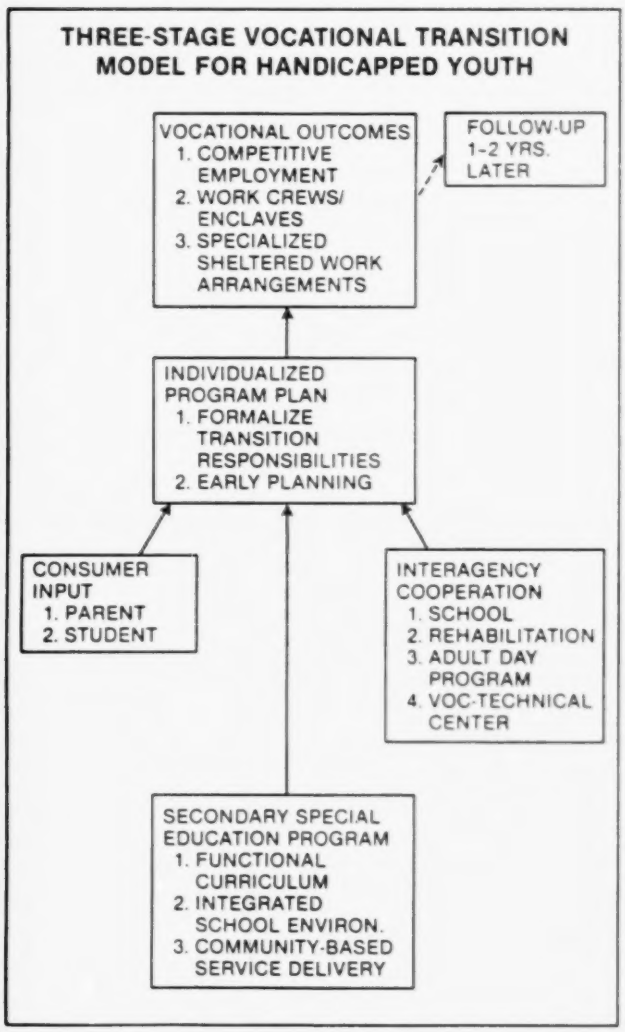
NATIONAL INSTITUTE OF HANDICAPPED RESEARCH • OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
DEPARTMENT OF EDUCATION • WASHINGTON, D.C. 20202

- Parental involvement is essential.
- Vocational transition planning must occur well before 21 years of age.
- The process must be planned and systematic.
- The vocational service provided must be of a high quality.

It is the purpose of vocational transition to facilitate the movement of handicapped youth from school to the workplace. This is not, of course, a one-step process. The Richmond VCU team sets out a three-stage model comprising: 1) relevant school instruction, 2) planning for the transition process, and 3) placement into meaningful employment.

THE MODEL

The figure below presents graphically the model which the Richmond VCU team feels overcomes the shortcomings of earlier attempts at transition by building on successful efforts which have been carried out.



Successful vocational transition can only happen if there is an adequate secondary **school program** at its base, providing relevant instruction with a view to enhancing students' eventual employability. The transition process, characterized in the model as the second phase, includes a formal individualized **transition plan,** begun early in the students' school career, which is highlighted by parental interest and cooperation, as well as interdisciplinary cooperation from a variety of service delivery agencies. Finally, in the third phase, a well-designed school program and a systematic transition plan must lead to a range of varied work or **employment outcomes** to students after graduation.

School Instruction: The Foundation

Preparing students to be independent in their living skills and employable in the marketplace should be the major goals of the educational system. However, this cannot just "happen." Without careful planning and preparation for postschool placement, these goals are seldom achieved by youth with disabilities. In the Richmond VCU model, three critical components of secondary school programming provide the foundation for meaningful transition from school to the workplace.

- **Functional Curriculum.** Training activities must be designed to prepare persons for vocational opportunities that are available in their communities. To see that this happens, school personnel must assess actual local community employment opportunities and analyze the skills needed for successful job performance. In this way, a vocational curriculum that is relevant to the eventual employment needs of specific students can be designed. Vocational experiences should begin early and continue through a student's school years, with appropriate vocational objectives for each age level. Even elementary-age students can improve career awareness by being given the opportunity to sample different kinds of work-related tasks in their school programs and by acquiring general work skills of neatness, dependability, and appropriate responses in work situations.
- **Integrated School Services.** There is a vast difference between living in a community and being socially integrated into that community. In order to prepare people for life and work in integrated settings, it is necessary to provide them exposure to and experience in dealing with the demands and expectations of ordinary environments. It is imperative that training take place in integrated settings. This gives students exposure to community expectations and positive behavior models. Emphasis needs to be placed on training in integrated school settings, as opposed to school settings serving exclusively youngsters with handicaps.
- **Community-Based Instruction.** An effective vo-

cational training program should include regular exposure to real job situations in the community. This not only gives students early experience in recognizing appropriate work behaviors and employer expectations, but it also serves to train the community to see the potential of youngsters with disabilities as reliable employees.

In order to prepare people for life and work in integrated settings, it is necessary to provide them exposure to and experience in dealing with the demands and expectations of ordinary environments.

Previous experiences show that a major reason for vocational failure on the part of people with disabilities is their lack of exposure to natural job environments. Even the best curriculum in a well-integrated school will not enhance employment-focused transition without steady practice and experience in community work situations.

Planning—The Process

The Richmond VCU team believes that even an excellent secondary program cannot help youngsters with disabilities unless specific, formalized planning and coordination of services takes place. This cannot be left to good intentions. It is vital to have a clear and comprehensive transition plan which makes use of input from the student and from parents and which clearly delineates the responsibilities of staff, other participating agencies, the student, and his/her parents. While the authors warn against focusing exclusively on the transition process, while ignoring the quality of the foundation services offered by the public schools and the range of vocational alternatives offered by community agencies, they strongly emphasize the need for a clear plan. The three important aspects of the planning process are considered to be:

- **Formal Individualized Transition Plans.** A written plan, specifying the competencies to be acquired by the student and the services to be received prior to and following graduation, is required to ensure that the other major elements of the model have their intended impact. The plan should include **annual goals** and **short-term objectives** which reflect skills required to function on the job, at home, and in the community. **Transition services** should be specified, including referral to appropriate agencies, job placement, and on-the-job follow-up. Plans should be **comprehensive,** including specific job-skill training and daily living skills that can increase the chances for job success (e.g., good grooming, money management, independent travel, speech and communications, and social interaction). Each plan should be **individualized,** focusing on the needs of a specific person, rather than on the general needs of classrooms or categories of disability. The plan should identify **who is responsible** for each recommended action. Finally, the transition plan should be **longitudinal,** begun at least four years prior to the young person's graduation and modified at least annually until the individual has successfully adjusted to a postschool vocational placement.

- **Consumer Input.** The informed participation of parents and guardians is considered a critical component of the vocational transition process. They must be provided opportunities to acquire the knowledge and skills needed to participate in transition planning. Parent-education activities are most effective when they address the needs specific parents actually have and attempt to answer the questions they are asking. Horton, Maddox, and Edgar (1983) of the University of Washington (Seattle) Child Development and Retardation Center have developed a parent questionnaire needs assessment which can be used to identify major areas of concern.

In order to train parents to be effective advocates, some of the goals of parent education might include:

- To orient parents to community agencies providing postschool services.
- To familiarize parents with the specific responsibilities of special education, vocational education, vocational rehabilitation, and adult services programs.
- To prepare parents to work with various agencies to develop transition plans and to apply for future services.

- **Interagency Cooperation.** The Richmond VCU model advocates coordinating efforts across agencies such as public schools, rehabilitation services, adult day programs, and vocational-technical training centers to ensure the delivery of appropriate, nonduplicated services to each vocationally handicapped student. Such cooperative efforts are, in fact, mandated by federal legislation as a means of conserving resources and reducing inefficiency. A number of specific steps can be taken to increase the likelihood of cooperation. **Information exchange** would help to identify the legislative mandates, types of services provided, eligibility requirements, and individualized planning procedures of each participating agency, and such mutual understanding could go a long way toward paving the way for cooperation. **Staff development activities** could then enable administrators and direct service personnel in developing an understanding of the regulations and of the potential contributions of other agencies. This could naturally lead to a **restructuring of services** to eliminate duplication and guarantee availability of a full range of service provisions. Finally, the process could result in the cooperation of various agencies in **joint planning activities.**

Employment: The Outcome

The end goal of a well-structured functional education curriculum and a comprehensive transition plan should be, of course, employment. There are many creative options or combinations of work alternatives which may be considered. If employment opportunities for disabled workers seem not to exist in a community, school officials and rehabilitation professionals need to join together with other community agencies and employers to develop a variety of alternatives. If the full transition model has been adequately carried out, such contacts with the employment community will have been well established anyway. In the Richmond VCU model, four types of alternatives are described. The following list is not exhaustive; a look at successful transition endeavors shows that many other possibilities can be and are being pursued. However, four major employment arenas are described below.

- **Competitive Employment.** Most mildly vocationally handicapped people are able to compete in open employment if given the opportunity. In many cases, all the school and rehabilitation counselors need to do is assist in introducing potential workers to employers and offer support during the initial adjustment.

- **Competitive Employment with Support.** Many programs of Supported Work are underway which provide bridges for individuals in need of extra support and who, with this help, can succeed in competitive employment. Such a scheme was described in *Rehab BRIEF* Vol. VIII, No. 2, *The Future of Work for People with Disabilities.* The Supported Work approach emphasizes structured assistance in job placement and job-site training, making use of a job coordinator who can provide intensive, individualized training and supervision.

- **Enclaves in Industry.** Here small groups of disabled workers are employed in business and industry under the direct day-to-day supervision of a trained rehabilitation worker. It offers the possibility for more severely disabled workers to work in the community. However, because they are grouped together for work, they may have less opportunity to achieve natural integration with their nondisabled coworkers.

- **Specialized Industrial Training.** In small, industrially oriented workshop settings, contract revenue from business and industry provides wages for clients performing complex assembly work. Severely disabled workers may do electronic parts assembly, chain saw assembly, or other high technology tasks.

THE IMPORTANCE OF FOLLOW-UP

Unlike other school programs which may consider their work finished when students graduate, special education programs need to accept, with rehabilitation agency workers, the responsibility for regular follow-up evaluation of their graduates. The Richmond VCU team suggests that the following information be studied every two to three years, in order to ensure continuing program effectiveness:

- each individual's employment status,
- student and parent satisfaction with the present status,
- employer evaluation of work performance, and
- consumer satisfaction with the transition process.

CONCLUSION

Because school-to-work transition has emerged as a major federal priority, such a clear and comprehensive model as the one set forth by the Richmond Rehabilitation Research and Training Center could be useful to school officials and rehabilitation practitioners nationwide. Perhaps by a unified effort, this "overwhelming paucity of effective programming for handicapped youth" can be eliminated. Perhaps in this way we can "assist handicapped young people in their efforts to enter the labor force or attain their goals of becoming self-sufficient adults and contributing members to our society."

SOURCES

Horton, B; Maddox, M; and Edgar, E. *The Adult Transition Model: Planning for Postschool Services.* Seattle: Child Development and Mental Retardation Center, College of Education, University of Washington, 1984. (Available from Edmark Corp., P.O. Box 3903, Bellevue, Washington 98009. Price is $18.95.)

Wehman, P., and Hill, J.W., eds. *Competitive Employment for Persons with Mental Retardation: From Research to Practice,* Vol. 1. Richmond, Virginia: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University, 1985. (Available from Virginia Commonwealth University, Rehabilitation Research and Training Center, 1314 W. Main St., Richmond, Virginia 23284-0001, Attn: Jan Smith. Price is $8.50.)

We welcome your comments on this BRIEF and on BRIEFs put out during the past year, as well as your suggestions for topics and for improving this publication of PSI International, Inc.

Prepared by PSI International, Inc., 510 North Washington Street, Falls Church, Virginia 22046

Iowa Programs/Activities/Thoughts

SUGGESTIONS TO HELP TRANSITION HANDICAPPED STUDENTS
FROM SCHOOL TO THE WORKPLACE

1. Begin to plan for vocational training. Plan early on in the student's secondary program courses and a sequence of course offerings that will lead to vocational training. Planning could occur as early as the ninth grade when initial course selections are made for high school.

2. See that vocational training options are built into the student's IEP. Those options can be ones that exist in the school setting through regular or specially designed vocational program offerings, in the community through private provider agencies (such as sheltered workshops) or through jointly administered community college programs.

3. Establish a local transition team. The transition team should consist of the parents, the child, the special education teacher, the counselor, a representative of the vocational training program and a representative of vocational services and agencies (Department of Human Services).

4. Develop a transition plan for each student who will need "time-limited" or "on-going" support. The plan should begin to be developed two years prior to graduation or termination. Involve the transition team members in the development of the transition plan and have the plan in the form of written goals and objectives similar to an IEP. The transition plan could address such issues as: a) Work/Vocational placement; b) Income support; c) Residential placement; d) Community leisure options; e) Transportation; f) Medical needs and support; g) Insurance; and h) Advocate/guardian. Involving a transition team in the development of a transition plan is the best way to assure services for the student after graduation or termination. Remember that adult services are not mandated by law as are school special education programs nor is there one agency or system that is responsive to all needs.

5. Find out about all adult programs, services and agencies that are available in your community or area. Develop a listing of those services and agencies, the types of individuals served, the services provided, the name of a contact person, how to access the services and any limitations (services, certain populations that are not worked with, waiting lists, funding, etc.). A major benefit to parents and students may be to act as an informed clearinghouse on the services and programs that are available.

6. Set up visits for parents, students and professionals to see and become familiar with adult programs and services. Informed parents, professionals and students make informed decisions. Conversely, invite adult service providers and agency representatives into the school to visit and observe first hand the programs and efforts that you are carrying out. Fostering a cooperative and collaborative effort will enable everyone to better plan for that transition from school to the workplace.

(From Community College Programs presentation, Project Transition Workshop, Des Moines, IA, September 26, 1985.)

Presenters:
- Ed O'Leary, Consultant
  Heartland AEA #11
- Kim Linduska, Coordinator
  Project STRIVE
  Des Moines Area Community College
- Jan Galbraith, Special Needs Coordinator
  Southeastern Community College
- Charlotte J. Linden
  AEA #5

VESS

(This is an outline of one of the community college programs in Iowa)

The Vocational Education for Special Students (VESS) program is in its 5th year and continues to grow and change to meet the needs of the VESS students. Jointly sponsored by Arrowhead AEA, Iowa Central Community College (ICCC), and the local school districts, VESS serves 40 students during the 1984-85 school year. VESS is housed in the Voc-Tech building on the ICCC campus and is staffed by: Jon Romaine, director; Charlotte Linden, coordinator; and Medha Johnson, coordinator; seven tutors; ICCC faculty, and many community training and exploratory sponsors. The purpose of the VESS program is to provide job specific skill training which will enable mildly handicapped high school students between the ages of 17 and 21 to enter the competitive work force in a vocation of their choosing. Other components are offered to VESS students in order to provide a total program that will assist them with survival in today's world.

Programming as offered to a VESS student will include many, if not all of the following:

-Job Specific Skill Training

-ICCC - Vocational Programs; Community Based Vocational Training

-Vocational exploration

-Academic credits

-Social skills classes

-Independent living skills classes

-Leisure activities

-Tutoring

-Counseling

-Problem solving

-Special services provided by Arrowhead Education Agency

Job Specific Skill Training

ICCC Campus - VESS students may enter any of the existing vocational or career option programs offered to post secondary students. VESS students do not earn college credit but do earn competencies as listed on their training plan.

Community Based Vocational Training - VESS students who have vocational goals that are not available on the ICCC campus are placed with a training sponsor at a community work site. Students are unpaid and earn competencies as listed on their training plan.

Vocational Exploration - VESS students who have not had an opportunity to explore various occupations or who are unable to make a vocational decision at this time may participate in Experience Based Career Exploration. Students are placed in the community at a work site for 8 to 10 hours per week for about 6 weeks to learn about a selected occupation. They may explore several sites to enable them to make a career decision.

Academic Credits - Many VESS students need to earn credits required by their local school for graduation. They may utilize the VESS curriculum, or EBCE to earn credits as needed.

Social Skills Class - This class addresses skills needed for social acceptance. Topics include: values, drug and alcohol abuse, human sexuality, communication skills, and job search skills.

Independent Living Skills - This class is targeted for students who need help with banking, community mobility, nutrition, consumer spending, use of newspaper, or any other ILS needed by a particular group of students.

Leisure Activities - The leisure activity program is designed to help VESS students learn how to utilize leisure time by using existing facilities within the area. The YMCA jointly sponsors this program, providing staff and transportation.

Tutoring - provided as needed to assist VESS students with understanding and completing assignments. Tutoring usually occurs 1:1 but may also be in small groups.

Counseling - VESS coordinators are available for counseling.

Problem Solving - Because of all kinds of unique situations, VESS students often need assistance wih problem solving. Transportation, food, housing, legal advice, part time jobs, medical and mental health services, and a wide variety of other needs are dealt with in a productive manner.

Special Services - Speech and language services and social worker services are sometimes determined to be appropriate for VESS students. Services for visually impaired, hearing impaired and physically disabled students are also provided by Arrowhead Area Education Agency.

(From The Role of the Community College in Providing Transitional Support Services presentation, Preparation for Life: A Conference on Transition from School to Work, Kansas City, MO, May 13-14, 1985.)

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TRANSITIONING YOUTH TO EMPLOYMENT

Transitioning Youth to Employment is a semester half-day program for high school self-contained and special class with integration students in the Des Moines Public Schools. Students are selected to participate during their sophomore year for the purpose of vocational assessment. Instruction is provided for pre-vocational skills and hands-on vocational exploration experiences. Information gathered is used to develop a vocational plan for the student. Student population in the program represents the distribution of handicapped in the Des Moines Public School District with 50% of the students mentally handicapped, 25% learning disabled and 25% behaviorally disordered. Students are bused to and from the Central Campus for either morning or afternoon sessions. A comprehensive evaluation report is written on each student reporting information gathered during their Central Campus program. This report is given to the work experience staff, parents and student. The vocational plan for a student may recommend enrollment in a career area at Central Campus or an appropriate program at the home high school.

Listed below are the vocational assessment objectives utilized during the fall and spring semesters, with evaluations of each prepared and delivered to home high schools.

1. The student will complete the MICRO-COMPUTER EVALUATION SCREENING ASSESSMENT exploring 1) physical capacities (Phase I), 2) gross motor skills, problem solving exercises (Phase II), 3) a fully automated, computerized, individual assessment covering perceptual motor skills, academics and problem solving paired with a group assessment of vocational interest and vocational awareness (Phase III), 4) talking/persuasive exercise evaluating basic speaking and hearing skills, along with higher level people-related skills. (Phase IV).
   Disability Area : ALL

2. The student will complete the JESSNESS INVENTORY consisting of items distinguishing disturbed or delinquent children from others and items measuring a variety of attitudes and sentiments about self and others in order to provide the basis for a personality typology for use with children and adolescents. The eleven characteristic scales are social, maladjustment, value orientation, immaturity, autism, alienation, manifest aggression, withdrawal depression, social anxiety, repression, denial, and asocial.
   Disability Area : LD, BD

3. The student will complete the WIDE RANGE INTEREST OPINION TEST measuring the attitudes, human traits and levels and areas of integration in vocational and general interests by calculating likes and dislikes of various activities. The WRIOT covers a wide gamut of work from unskilled labor through technical occupations, to professional and managerial positions.
   Disability Area : ALL

4. The student will complete the TEST FOR EVERYDAY LIVING battery examining strengths and weaknesses of seven areas of knowledge (domains): purchasing habits, banking, budgeting, health care, home management, job search skills, and job related behavior all relating to life skills.
   Disability Area : LD, HI, BD depending on frustration level.

5. The student will complete the SOCIAL pre-vocational INFORMATION BATTERY examining strengths and weaknesses of nine areas of knowledge (domain): purchasing habits, banking, budgeting, health care, home management, job search skills, job related behavior, personal hygiene; and grooming skills; all relating to life skills.
   Disability Area : MD, BD, depending on frustration level.

6. The student will complete the COMPREHENSIVE OCCUPATIONAL ASSESSMENT AND TRAINING - JOB MATCHING SYSTEM assessing vocational preference and vocational experience matching people in the semi-skilled work force with potentially available job/training situations.
   Disability Area : ALL

7. The student will complete the COMPREHENSIVE ASSESSMENT AND TRAINING - EMPLOYABILITY ATTITUDES SYSTEM assessing job keeping and job seeking attitudinal behaviors.
   Disability Area : ALL

8. The student will complete THE ASSESSMENT FOR CAREER EDUCATION examining student self awareness, competency in basic academic/vocational skills, awareness of work values and the desire to engage in paid and/or unpaid work, increased awareness of and knowledge about work, competency in career decision-making skills, good work habits, work seeking and work getting skills, awareness of means available for continued education beyond the formal educational system.
   Disability Area : ALL

9. The student will complete THE BRIGANCE DIAGNOSTIC INVENTORY OF ESSENTIAL SKILLS examining basic skills which have and have not been mastered, areas of strengths and weaknesses of academic and practical skills.
   Disability Area : ALL

10. The student will complete the TALENT ASSESSMENT PROGRAM measuring functional aptitudes and relating them to specific types of work which would best suit the individual. These areas include real work materials, discrimination and dexterity.
    Disability Area : All those whose MESA scores fell below acceptable levels.

(From Teaching Work Attitudes and Behaviors that Lead to Successful Employment presentation, Preparation for Life: A Conference on Transition from School to Work, Kansas City, MO, May 13-14, 1985.)

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JOB TRAINING AND PARTNERSHIP ACT

The Job Training Partnership ACT (JTPA) was signed into law October 13, 1982. Services began under JTPA October 1, 1983. Federal dollars are allocated to each state on the basis of a formula which considers the state's rate of unemployment, how it compares to the national unemployment rate and the number of economically disadvantaged person in the state. The Job Training Partnership Act provides for transitional services in the following way.

Sec. 205 (e)

(1) The job training plan may provide for the conduct of 'school to work transition assistance program' for youth who are

  (a) high school seniors who plan to enter the full-time labor market upon graduation, with priority to seniors in high schools having a predominance of students from families with incomes below 70% lower level standard income level; and

  (b) dropouts, with follow-up as immediately as possible after leaving school.

(2) Transition services include

  (a) provision of occupational information

  (b) short-duration job search assistance

  (c) job clubs

  (d) placement and job development

  (e) follow-up

(3) Seniors and drop-outs who are eligible for and in need of training activities may be provided information and, where appropriate, referred to

  (a) pre-employment skills training, entry employment experience, and remedial education

  (b) adult training activities

  (c) Job Corps

Each state allocates it's dollars to "Service Delivery Areas" (SDA's) using the Federal formula mentioned above. There are sixteen SDA's in Iowa. Local Elected Officials (LEO) of each SDA appoint a Private Industry Council (PIC). In accordance with the LEO's, the PIC determines how the Job Training Plan will be developed, selects the grant recipient and administrative entity, and determines what services, activities, and training will be available to eligible clients.

The State Job Training Coordinating Council advises the State's Governor and provides technical assistance to the SDA's. Of the total allocation each state receives, 8% is designated for use by the State Education Agency to provide specific vocational training.

Ninety percent of JTPA eligible applicants are economically disadvantaged. Ten percent are not economically disadvantaged however face significant barriers to employment. As a result of this "10% window", mentally or physically disabled individuals may be eligible for services without being economically disadvantaged. Disabled individuals are, however, considered a family of one for income determination.

Services to individuals transitioning from school to work include

(1) vocational skill training (through Job Corp-Title IV, or other educational agencies)

(2) job search assistance

(3) pre-employment skills training

(4) remedial education

(5) on the job training (OJT)

Specific services provided for transitioning youth in SDA IX includes activities which are coordinated with the State of Iowa's Youth Employment Competancies. The three competency areas are

(a) basic academics

(b) pre-employment, work maturity skills, and

(c) job specific skills.

An example of a competency based program for special education students is a program which addresses all three competency areas in the following way. Basic employment and work maturity skills are developed through classroom instruction and work experience situations. Students then select an area for job specific skills training. Instruction is provided through work sites within the community. JTPA financial incentives are then available to employers wishing to hire graduates. Such competency based programs may be developed outside of public schools for dropouts or special needs students. The Job Training Act also provides for Try-Out Employment and Work Experience situations for hard to place individuals.

The program just described is an example of transitioning activities in SDA IX. Any number of JTPA activities can be combined to assist in transitioning special education students from school to work. Important factors for success remain the coordination of activities between agencies, the use of support system such as OJT, and individual follow-up. Individuals interested in Job Training Activities should contact their local elected officials or the Private Industry Council.

(From Job Training Partnership Act presentation, Preparation for Life: A Conference on Transition from School to Work, Kansas City, MO, May 13-14, 1985.)

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PARENTS' PERSPECTIVE

Rick Samson is a 16-year-old sophomore in a self contained special education program with integration at Nevada Community High School. Rick has cerebral palsy and uses an electric wheelchair for mobility. He is currently participating in a pilot computer study at Iowa State University using a Texas Instrument voice activated computer for computer programming.

In addition to being Rick's mother, I work as an LPN at Story County Hospital. I am actively involved in a variety of education related activities. I serve as consumer representative for the State Special Education Advisory Board, I am a member of the Story County MH-MRDD Advisory Board, and a member of the Mountain Plains Regional Resource Center Advisory Board.

WHAT DOES TRANSITION MEAN TO RICK AND ME?

To change from one thing to another - getting ready. To me, transition means a time of change. In this case, it is my son's "transition." I think of it as leaving the public school system and entering the world of further education, employment, or a void; I'm very frightened of all three.

We ask ourselves, does further education mean he'll leave home? As ready as we are for that, I wonder who can take better care of Rick than us? Will he succeed? At which point I have to remind myself that I would have some of these fears if he were a regular kid! The finances of sending him to school are a concern and the provision of transportation if the school is away from home.

If employment is an immediate option, how much will he earn? Will he have an understanding employer? Will he advocate for himself?

The void is the scariest situation. The thought of Rick sitting at home with nothing to do; no growing, changing, or mattering. It would be more than he could take; more than we could take; we would all be in a mess.

To facilitate the transition process we need a variety of information from the school and adult service providers.

From the school, we need information on Rick's ability to function in a post-secondary school or an employment setting. We need information regarding the availability of finances if he decides to go to college.

Rick wants to know more about taking the ACT and SAT tests if he decides to go on to College. He has a horrible time with Iowa Basic Skills test, so it's a worry. I hadn't even thought of it.

From adult service agencies, we need information about issues such as funding for an attendant at school and at home.

From both the school and rehabilitation personnel, we need information on program options available. In addition we need information on employability averages; what could Rick expect to earn per year vs. what it would cost him to care for himself. We realize we will probably be fighting an uphill battle; I think we need to be well informed.

We need a road map to get through human services. What agency provides services for what needs. Rick wants to know how to use human services to get his mother out of his hair. Who's going to help him find a job if he can't find one on his own?

To provide effective post-school services, a variety of information should be shared between school and adult services.

A synopsis of Rick's cumulative folder needs to be shared with adult service agencies that may be working with him. His cumulative folder must weigh 20 pounds! All his records, evaluations, recommendations from teachers need to be reviewed.

As much information as possible needs to be shared to provide a more tailor made situation for Rick. There should be no surprises - on anyone's part.

It is important to identify the school personnel and adult service agencies that should be involved in the transition process.

I think a representative from vocational rehabilitation, the teacher, parent and student should be involved in planning before the last year of school programming. By providing a forum for a group of people with the same goal for the child to meet, the chances for success are higher.

The transition process should include: parents, the student, teachers, the vocational rehabilitation counselor, school counselor, and AEA personnel including the education consultant, psychologist, social worker, physical therapist, speech therapist and occupational therapist. In addition, the county social worker should attend.

At the senior staffing in May of his senior year, representatives from a potential trade school, university, or tentative employers should attend. The meeting will have to be held in a banquet room to get everyone in!

(From Parents' Perspective presentation Preparation for Life: A Conference on Transition from School to Work, Kansas City, MO, May 13-14, 1985.)

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Common Elements in Transition Models

COMMON ELEMENTS IN TRANSITION MODELS

1. Work experience - in realistic jobs in community settings.

2. Early and ongoing vocational assessment.

3. Development of a vocational plan - long and short term goals and objectives.

4. Employment is the outcome of the entire transition process.

5. Assessment and training of social and interpersonal behaviors.

6. Implementation of a functional curriculum.

7. Interagency, multidisciplinary transition planning and implementation team.

8. Development of cooperative partnerships between special education, vocational rehabilitation, vocational education, counselors, adult service agencies, post-secondary education, parents and employers.

9. Action beyond traditional roles.

10. One coordinating body/agency/individual.

Potential Roles of School Counselors in the Transition Process

POTENTIAL ROLES OF THE SCHOOL COUNSELOR IN THE TRANSITION PROCESS

1. Assist students to make career decisions.
   - exploration
   - rule out programs/jobs
   - tentative decisions
2. Work with superintendent and school board to gain support for transition programs.
3. Work with family to help set realistic expectations and increase awareness of opportunities in the community.
4. Increase student awareness of community programs (support) and facilitate a relationship with specific persons.
5. Compile and translate information on the local labor market.
6. Assist students and parents to explore careers and post-secondary options.
7. Assess student skills and interests for making career decisions.
8. Participate in establishing individual career plans.
9. Follow up students to determine success.
10. Help students with self-actualization, self-esteem, personal adjustment and understanding.
11. Explore support needed to pursue post-secondary training or work (social skills, living skills, financial aid, etc.).
12. Become aware of post-secondary programs and career fields by exploring them - counselor field trips.
13. Help students get into skill training at secondary level that will be used at post-secondary level.
14. Help students make a "firm" career decision so some plans can be made.
15. Develop family support in planning a career - parent involvement in developing a plan.
16. Establish a local transition team.

17. Invite support service persons into your school to see what you are doing.

18. Contact colleagues to let them know you want services for disabled.

19. Explore careers in the field with idea of being aware of jobs and possibilities for disabled...

20. Assist in public relations program to help make employers and public aware of the transitional process and the role they can play in employing disabled students.